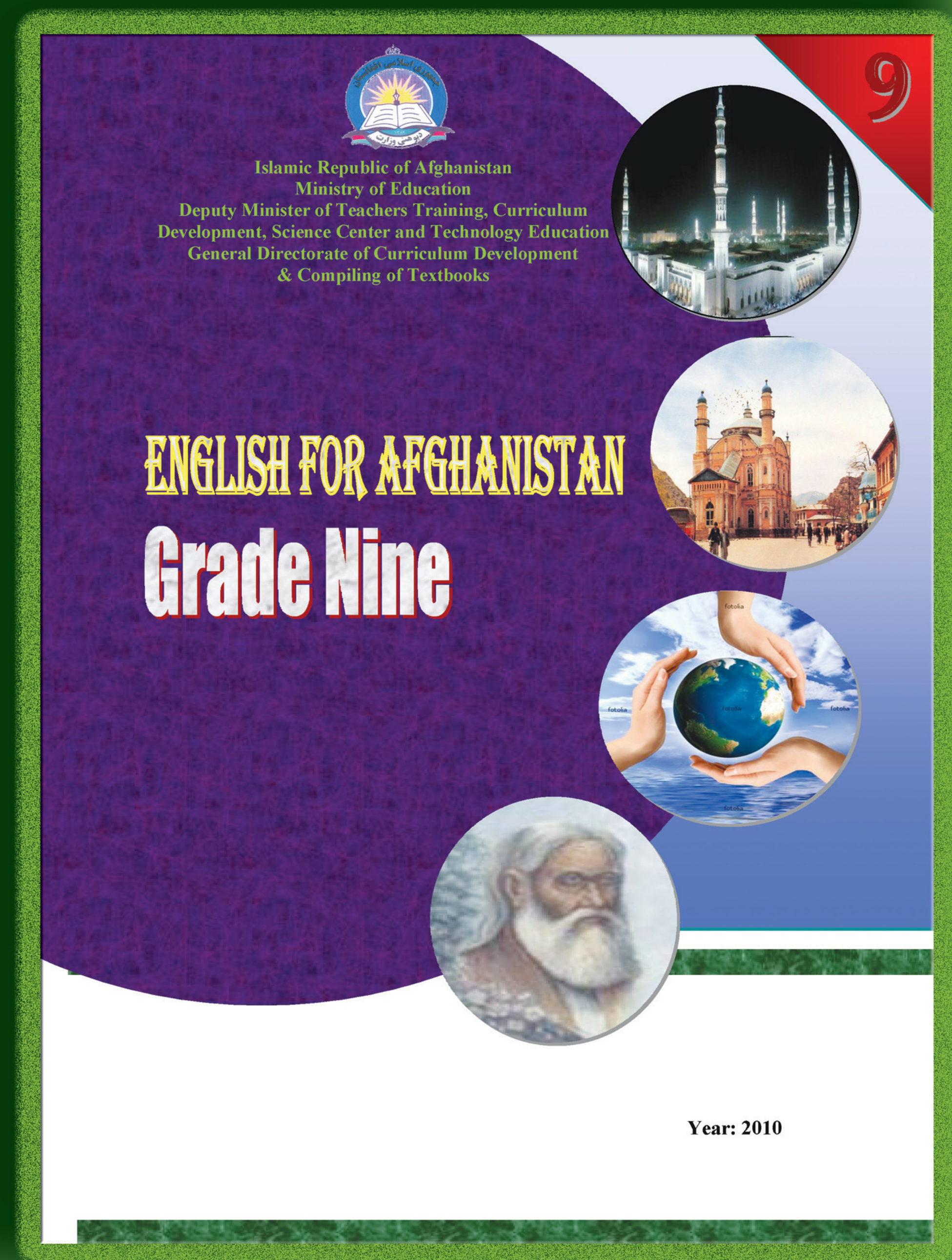
Teacher's guide

Grade Nine

English for Afghanistan

Ministry of Education
Deputy Ministry of Curriculum Development, Teacher training & Science center
General Directorate of Curriculum Development & Compiling of Textbooks



Year: 1397

Teacher's guide - Grade Nine



Islamic Republic of Afghanistan
Ministry of Education
Deputy Ministry of Curriculum Development,
Teachers Education and Science Center
General Directorate of Curriculum Development
& Compiling of Textbooks

English for Afghanistan
Teacher’s Book

Grade Nine

Published: 1397

Committees of Compiling, Research & Editing of Textbooks

Authors:

1. Jamshid "Zaynal"
2. S. Nematullah "Mushtaq"
3. Frishta "Kazimi"

Technical advisor:

- Abdul Hakim Mujahid

Editors:

- Abdul Hakim Mujahid
- Roya "Rahim"
- Ghulam Rabani "Ludin"

Religious, Political and Cultural Committee:

1. Dr. Ataullah "Wahidyar" (Sr. Advisor to the Minister of Education and Director of Publication)
2. Habibullah Rahil (Advisor to the Minister of Education)
3. Muhammad Asif Kochi (Head of Religious Department)

Supervising Committee

1. Dr. Asadullah Muhaqiq Deputy Minister of Curriculum Development, Teacher Training, and Science Center, Chairman.
2. Dr.Shir Ali Zareefi Head of the Curriculum Development Project, member.
3. Abdul Zahir Gulistani Head of Curriculum & Textbooks Development, member.

Composed and Designed by:

1. Jamshid "Zaynal"

بسم الله الرحمن الرحیم



ملي سرود

دا وطن افغانستان دی
دا عزت د هر افغان دی

کور د سولې کور د تورې
هر بچی یې قهرمان دی

دا وطن د ټولو کور دی
د بلوڅو د ازبکو

د پښتون او هزاره وو
د ترکمنو د تاجکو

ورسره عرب، ګوجر دي
پامیریان، نورستانیان

براهوي دي، قزلباش دي
هم ایماق، هم پشه یان

دا هیواد به تل ځلیږي
لکه لمر پر شنه آسمان

په سینه کې د آسیا به
لکه زړه وي جاویدان

نوم د حق مودی رهبر
وایو الله اکبر وایو الله اکبر

بسم الله الرحمن الرحیم

د پوهنې د وزیر پیغام

ګرانو استادانو او ښوونکو،

ښوونه او روزنه د هر هېواد د پراختیا او پرمختګ بنسټ جوړوي. تعلیمي نصاب د ښوونې او روزنې مهم توکی دی چې د علمي پرمختګ او ټولنې د اړتیاوو له مخې چمتوکیږي. څرګنده ده چې علمي پرمختګ او ټولنیزې اړتیاوې تل د بدلون په حال کې وي. له دې امله لازمه ده چې تعلیمي نصاب هم د وخت له غوښتنوسره سم علمي او رغنده پراختیا ومومي. البته نه ښایي چې تعلیمي نصاب د سیاسي بدلونونو او د اشخاصو د نظریو او هیلو تابع شي.

د ښوونکی د لارښود دا کتاب چې نن ستاسو په لاس کې دی، پر همدې بنسټ چمتو اوترتیب شوی دی. د تدریس د نویو میتودنو له مخې فعالیتونه او معلوماتي مواد په کې ورزیات شوي دي چې په ډاډ سره به د زده کړې په بهیر کې د زده کوونکو د فعال ساتلو لپاره ګټور او اغېزمن وي.

هیله من یم د دې کتاب منځپانګه، چې د فعالې زده کړې د میتودونو د کارولو له لارې تالیف او چمتو شوې، ستاسو درنو استادانو د ګټې وړ وګرځي. له فرصت څخه په استفادې د زده کوونکو له میندو او پلرونو څخه غوښتنه کیږي د خپلو لوڼو او زامنو په باکیفیته ښوونه او روزنه کې پرله پسې مرسته وکړي چې په دې توګه د پوهنې د نظام موخې او هیلې ترسره شي او ځوان نسل او هېواد ته ښې پایلې او برياوې ور په برخه کړي.

زموږ ګران استادان او ښوونکي د تعلیمي نصاب په رغنده پلي کولو کې ستره دنده او دروند مسؤولیت لري.

د پوهنې وزارت تل زیار کاږي چې د پوهنې تعلیمي نصاب د اسلام د سپېڅلي دین له بنسټونو او ارزښتونو، د ټولنې د څرګندو اړتیاوو، ملي ګټو او وطنپالنې له روحیې او د ساینس او تکنالوژۍ له نوو علمي معیارونو سره سم پراختیا ومومي.

ددې ستري ملي موخې د تر لاسه کولو لپاره د هېواد له ټولو علمي شخصیتونو، د ښوونې او روزنې له پوهانو او د زده کوونکو له میندو او پلرونو څخه هیله لرم چې د خپلو نظریو او رغنده ګټورو وړاندیزونو له لار ې زموږ له مؤلفانو سره د درسي او د ښوونکي د لارښود د کتابونو په لا ښه تالیف کې مرسته وکړي.

له ټولو هغو پوهانو څخه، چې ددې کتاب په چمتو کولو او ترتیب کې یې برخه اخیستې او همدارنګه له ملي او نړیوالو درنو موسسو او نورو ملګرو هېوادونو څخه، چې د نوي تعلیمي نصاب په چمتو کولو او تدوین او د درسي او د ښوونکي د لارښود کتابونو په چاپ او وېش کې یې مادي یا معنوي مرسته کړې ده، مننه او درناوی کوم او د لا نورو مرستو هیله یې لرم.

ومن الله التوفیق

دکتور محمد میرویس بلخي

د افغانستان د اسلامي جمهوریت د پوهنې وزیر

بسم الله الرحمن الرحیم

پیام وزیر معارف،

استادان و معلمان محترم،

تعلیم و تربیه اساس توسعه و انکشاف هر کشور را تشکیل می‌دهد و نصاب تعلیمی یکی از عناصر بنیادی تعلیم و تربیه می‌باشد که مطابق انکشافات علمی و نیازمندی‌های جامعه وضع می‌گردد، واضح است که انکشافات علمی و ضرورت‌های جامعه همواره در حال تَطَوُر می‌باشد؛ بناءً لازم است نصاب تعلیمی نیز به صورت علمی و دقیق مطابق ایجابات عصر و زمان انکشاف نماید. البته نباید نصاب تعلیمی تابع تغییرات سیاسی، نظریات و تمایلات اشخاص گردد.

کتاب رهنمای معلم که امروز در دسترس شما قرار دارد بنابر همین مشخصات تهیه و ترتیب گردیده و با تکیه بر میتودهای جدید تدریس، فعالیت‌ها و مواد معلوماتی نیز در آن اضافه شده است که یقیناً برای فعال نگاه داشتن شاگردان در عملیهٔ تدریس مفید و مؤثر می‌باشد.

امیدوارم محتویات این کتاب که با استفاده از روش‌های آموزش فعال تألیف و تدوین شده است، مورد استفادهٔ شما استادان عزیز قرار گیرد. با استفاده از فرصت از اولیای محترم شاگردان تقاضا بعمل می‌آید تا در تعلیم و تربیهٔ با کیفیت دختران و پسران خود همکاری متداوم نمایند، تا به این وسیله اهداف و آروزهای نظام معارف بر آورده گردد و نتایج و دست آوردهای خوبی برای نسل جوان و کشور ما داشته باشد.

استادان و معلمان گرانقدر ما در تطبیق مؤثر نصاب تعلیمی رسالت و مسؤولیت بزرگ دارند.

وزارت معارف همواره تلاش می‌نماید تا نصاب تعلیمی معارف مطابق اساسات و ارزش‌های دین مبین اسلام، نیازمندی‌های جامعه و منافع ملی و وطندوستی با معیارهای جدید علمی ساینس و تکنالوژی انکشاف نماید.

به منظور نیل به این مأمول بزرگ ملی از تمام شخصیت های علمی، دانشمندان تعلیم و تربیهٔ کشور و اولیای محترم شاگردان تمنا دارم، تا با ارائهٔ نظریات و پیشنهادات رهنمودی و سودمند خویش مؤلفان ما را در بهبودبخشی بیشتر از پیش تألیف کتب درسی و رهنماهای معلمان یاری نمایند.

از همهٔ دانشمندانی که در تهیه و ترتیب این کتاب سهم گرفته اند، و نیز از مؤسسات محترم ملی و بین المللی و سایر کشورهای دوست که در تهیه و ترتیب نصاب تعلیمی جدید، طبع و توزیع کتب درسی و رهنماهای معلمان زمینه سازی و یا همکاری‌های مادی یا معنوی نموده اند صمیمانه اظهار امتنان و قدردانی نموده تداوم همکاری‌های شان را آرزو می نمایم.

و من الله التوفیق

دکتور محمد میرویس بلخی

وزیر معارف جمهوری اسلامی افغانستان

Teacher's Guide

Description of the Course

Dear Teacher!

English for Afghanistan Grade (9) is divided into (16) Units and it should be taught in 84 periods. There are four basic language skills among the lessons: *speaking, listening, reading,* and *writing* along with useful *vocabulary* and effective *grammar* structures. *Phonics* is carefully attended among the lessons in grade 7, 8, 9. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. The students must be trained in methods to use their eyes, ears and mind to read words and sentences with correct pronunciation and consequently understand their meanings very well.

It is obvious that learning a language is not a matter of acquiring a set of rules about the language. And it is not functional or practical for him to direct his efforts only at informing a large vocabulary to his students during the teaching. Instead it is very important for a teacher to pay his attention at the methods to enable students to use the rules and vocabulary effectively and successfully in their practical life.

Thus, students' expertise of a language is ultimately measured by how well he can use it, not by how much he knows about it. And students' command of a language will be judged not by how much he has got knowledge of the language, but how well he can apply and act upon it in public.

Common Goals

The common goals of the course are as follows:

- To make easy for students to regard English as a means of communication and to use it for a meaningful purpose.
- To contribute to the development of the students' linguistic, intellectual, social, emotional and physical skills
- To make the course more interested and enjoyable for students of the English language.
- To encourage students to speak English Language independently.
- To raise students' awareness of how language operates as a rule-based system.
- To hearten students to be actively involved in the learning process of English.
- To encourage students to reproduce language structure, and evaluate, their own progress through self-evaluation tasks.
- To give students confidence to develop independent learning strategies.
- To encourage student to co-operate with their classmates and help each other to learn English.
- To persuade students to develop a positive attitude towards others, and respect their own and different cultures of people.

The course has been designed with both the students' and the teacher's needs in mind and aims to contribute to education development in its widest sense.

Grammar Practice

Throughout the course there is a gradual input of basic grammatical terms so that students can gradually build up their knowledge of this language. This ability to use basic grammatical terms appropriately is important, if students are to be asked to work out rules for themselves and claim ownership of the language they learn. So the following grammatical terms are practiced in the course:

1. Students will be able to use verbs *be* present and past; *is, am, are, was, were* and verbs of *have, had*.
2. Present Continuous Tense: Students will be able to recognize the present continuous tense and form sentences.

3. Simple Present Tense: Students will have the ability to recognize the simple present tense and form sentences with third person, by adding *s, es, or ies* in the end of the verbs.
4. Simple Past Tense: Students will have the ability to recognize the simple past tense and form sentences with regular and irregular verbs.
5. Past Continuous Tense: Students will have the ability to recognize the past continuous tense and form sentences.
6. Present Perfect Tense: Students will have the ability to recognize present perfect tense and form sentences.
7. Past Prefect Tense: Students will be able to recognize the past perfect tense and form sentences.
8. Simple Future Tense: Students will have the ability to recognize the simple future tense and form sentences with *going to, shall* and *will*.
9. Future perfect tense: students will have the ability to form sentences in future perfect tense.
10. Future perfect continuous: students will be able to recognize the future perfect continuous and make sentences.
11. Active and Passive voices: Students will be able to make sentences in active voice and passive voice of the tenses.
12. Modal Auxiliaries: Students will be able to use the modal auxiliaries: *can, could, may, might, had better, shall, should, will, would, must* and *ought to*.
13. Students will have the ability to form positive and negative questions with auxiliary verbs including *do/ does* and *did.* They will also have the ability of making interrogative pronouns and adverbs.
14. Students will have the ability to answer questions beginning with auxiliary verbs and questions words.
15. Adverbs: Students will have the ability to form adverbs with- *ly* and *–ily*. They will have the ability to recognize exceptions like; *well, hard* and *fast*.
16. Articles: Students will be able to use definite and indefinite articles: *a /an/* and *the*. They will also be able to use *some, any, no, much, many,* and *a lot of* with countable and uncountable nouns.
17. Nouns: Students will be able to form the plural nouns with *–s, -es, -ves;* common irregular plurals: *men, women, and children, teeth* etc.
18. Pronouns: Students will have the ability to use personal, possessive, reflexive pronouns. They will also be able to use Apostrophe's'.
19. Adjectives: Students will have the ability to recognize and use the adjectives; regular comparison, irregular comparison: *good, bad, much / many* and *little.*
20. Prepositions: Students will be able to use common prepositions of place, time and direction.
21. Relative Pronouns: Students will have the ability to recognize and use *who / whom, which* and *that*. They will also be able to use the Miscellaneous Features; *this / that; these / those*.
22. Contracted Forms: Students will be able to use the contracted or shorten forms of helping verbs: *it's, I'm, isn't, wasn't, weren't, don't, didn't, hasn't, haven't, there's / it's, there're / they're,* etc.
23. Imperative: Students will be able to make the imperative sentences.
24. Direct and indirect speeches: Students will have the ability to use the direct and indirect speeches.
25. Conditional Sentences: Students will be able to make the conditional sentences.

Vocabulary Focus

Helping the students to develop a wide and rich vocabulary is an affective plan in the course. The vocabulary is generally presented in lexical sets arising out of the key topic of a unit. Most activities begin with students trying to bring to mind how much vocabulary they know about a particular topic. Their knowledge is then broadened through interacting with the texts and activities in the

units. This vocabulary is then recycled in later units. This process of recall and recycling occurs continually throughout English for Afghanistan.

During the course, students are encouraged to look at different ways of storing words and expressions. Throughout the course, students are encouraged to develop their own personal dictionaries.

Vocabulary List

The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. More over, it is a useful resource for students who want to check their spelling of any key word in the Unit.

The Four Skills

English for Afghanistan course adopts multi-layered and meaningful four skills approach of *Listening, Speaking, reading* and *Writing*. These four Skills are systematically developed within an integrated framework.

1. Listening

To teach listening skill to students, teacher has to use audio cassette tape or to read aural texts himself. This will give the students the following opportunities:

- To practice the right pronunciation of words and correct articulation of structures presented in the input texts.
- To pronounce familiar core vocabulary correctly.
- To reproduce basic sound and intonation patterns of English
- To use familiar conversational formulas appropriately.
- To ask and answer questions about the topic areas.
- To develop the ability to participate in dialogues related to the topic area.
- To grasp the general idea of an aural text.

Phonics:

The main objectives of the phonics are:

a. To practice sounds of the vowel and consonant letters.
b. To help students to acquire mastery of mechanical skills of reading at the level of letter groups, words, sentences and paragraphs.

The good way of teaching phonics to students is reading in pairs.

- Read a word or a paragraph from the book aloud while the students follow it.
- Repeat the word or the text aloud phrase by phrase and get the students to repeat as a class, in groups and as individuals.
- Get the students to read the paragraph aloud to each other in groups. At all times monitor and check how the pupils pronounce and stress the words and sentences.

You must try to get students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students to feel proud of their achievements.

2. Speaking

To conduct the speaking stage of learning, you should pay close attention to the method of asking students about personal information through interviews, and other personalization activities. The activities are: to find real information about friends in the class; to ask for factual information about a topic; to express opinions about a topic or story; to play a game or tell a story.

Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt children by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

3. Reading

To develop the reading ability of the students, different texts are provided to them. These texts include stories, letters, e-mails, and dialogues, factual pieces of information, games and instructions. Students are encouraged to read the texts; stories games, puzzles and songs.

For children to become fluent readers, it is important that they do not worry over every word, whether they are reading quickly the text for general meaning or scanning it to pick out specific information. It is very important in developing a positive approach to reading that children view it as an interesting challenge rather than a boring task.

While reading

Encourage children to work out the meaning of vocabulary as they come across it, using the context and the accompanying visuals to help them.

Post reading

It is important to get students to respond to their reading, not just answer some set questions. Enter into a dialogue with students about their reading. If it was a story, did they enjoy it? If it was factual text, what new things did they learn? What did they find interesting, strange, etc?

4. Writing

The writing activities in English for Afghanistan generally appear towards the end of a unit. To develop the writing ability of the students, you must begin with the simplest form of statement. It too often happens that students start to write composition before they are ready for it. And it is also not helpful for a student to spend his time into filling in blank spaces in ready-made sentences, and then expect him to produce a useful and correct composition.

Instead, the student must learn how to write simple, compound, and complex sentences and to connect ideas from notes at the pre-intermediate and intermediate stages. Controleed précis writing from questions and answers in the light of *reading passage*, will enable a student to master his writing skill, and bring him to a point where he will be capable of writing a composition with a minimum of error. In a more mature level where students begin to write short paragraphs about themselves or about the topics encountered in the units.

Correction

Students' work of writing may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students. It is demoralizing to children, and adults, to receive a piece of work covered in corrections and red marks.

Instead, encourage students to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing. Apart f rom providing useful opportunities for students to work out or train their work of writing together.

Modern Method of Teaching

a. Process of Learning

Your role as a teacher in modern method of teaching in classroom is to facilitate leaning process for students. Acting as facilitator, you can start by providing language information, help your students to interact with each other; evaluate students' progress in language, and provide them feedback. There are several ways to manage your classroom;

1- By beginning with what your students already know about a topic.
2- By making certain that language is always supported by visual information.
3- By giving feedback on what students achieved and praising them for accomplishing tasks.

b. Medium of Teaching

You should use English language in class as much possible. To organize activities and give instructions for playing games, for giving support and praising the students, useful phrases of the language should be used during teaching. Students should gradually develop their use of English in their daily life, learn needed expressions and increase their vocabulary.

Here are some useful expressions and phrases of English to be used in classroom activities;

Organization

- Sit down.
- Come here, please.
- Put it here/ there
- Say it again.
- Stop now.
- Now you.
- Hold up/Show me a …
- Get into pairs/ groups.
- Wait
- Cut out the picture.
- Paint the Color
- Hands up
- Bring/Give it to me.
- Open your books at page…
- Repeat.
- Listen to me.
- Tell me…
- All together.
- Try to guess.
- Let's sing a song/ read/ listen to a story.
- Draw a…

Providing support and giving praise

- Good/ Very good.
- Yes, that's right.
- What a lovely picture!
- Well done.
- No, try again.

Game

- Let's play a game.
- It's your turn now.
- Who's next?
- You're out.
- Pick a card.
- Ready, steady, go
- Whose turn/ go is it?
- … … is the winner.
- It's a draw.

Some useful classroom phrases for children.

- Can I have the scissors/glue etc?
- I don't know.
- Sorry.
- Yes.
- Finished
- Here you are.
- It's my/ your turn.
- Thanks you.
- No.

c. Classroom Arrangement

It is very important to arrange needed materials for teaching to well organize students in the classroom. If possible, you should try out all the practical activities in advance to check on details and potential problem areas.

Make sure you have provided students with everything they need before you ask them to start an activity. Always have spares of any essential items needed for an activity in case children forget, lose, break, or spoil them.

Establish a routine so that children know where to find and return materials, how to organize the class layout for activities, etc. organize your classroom so that important equipment is within easy reach of all the children during an activity.

The organization of your classroom is very important. Clear instructions are essential when organizing the class for an activity; always make sure children know exactly what they are doing before they start. Children should see and hear a modal of the activity. Or the language they are expected to produce, so that they understand clearly what to do.

d. Classification of Students

Although it can be more suitable for students to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. Varying the combination of students in groups provides the teacher the opportunity

to mix personalities and ability levels. As the best judge of your class, you will know which students work best together.

A certain amount of noise is inevitable with pair and group work, if the class gets too noisy; use one of the following strategies to make the students quiet.

- Raise your arm up in the air and wait for students to do the same. As they put their arms up they should stop talking.
- Start counting slowly and clearly in English – the class tries and achieves silence in fewer and fewer seconds.

e. Engagement of Students

As you are teaching the whole class, you have to make your location visible and attractive for all the students. Consequently, they will be able to see you when you are speaking, holding up a picture, pointing at the board, or writing and drawing on the board. It is very significant to provide opportunities for each student to interact with his classmates and work together in pairs or groups.

f. Setting up Groups

To well-organize group work in class, you have to make certain that students are facing one another and not spread out in the class, which would create a lot of problems in organizing group work in the classroom. Therefore, the following arrangements are proposed to help you set up pair work and group work effectively:

- You have to make certain that students have had plenty of opportunity to practice the language needed for the activity.
- You must classify your students in pairs and groups.
- You should provide students with a very clear modalof the task or activities performed by you and a confident student in the class, or choose a pair to practice it in front of the class.
- You have to make certain that the pair or group activity doesn't go on too long.
- You should not interrupt when a child is saying something. After the child has finished speaking, you can use correct English to gently rephrase what the student was trying to say.
- Try your best to build up students' confidence in attempting to say things in English, even if their work is not accurate in your mind.
- When students do start producing language they make mistakes, you have to correct them gently, and praise their attempts for doing a good job.
- If possible, find a place in which the materials produced by the students can easily be displayed. For example, use the classroom walls if possible, or a corner of the classroom.
- Display should be decorated attractively; using card of different colors, cut-outs with English designs, and other materials that children bring to the class with them. Change the decoration form time to time.

Encouraging students and displaying their work gives them status, as well as enhancing the learning environment of the classroom. It gives students a real sense of pride and ownership of their work.

Final Points:

1. You have to write the date in English on the board at the start of your lessons. You may call your students to write the date on the board. The form 13/03/2009 (day/month/year) is the most suitable way of writing the date.
2. You should use a suitable language for greeting in the beginning and leaving your class. To make your students familiar with different forms of greetings, your greetings language should be different in class from day to day.
3. Encourage students to cover their books and to keep them in good condition.
4. You should carry a wet cloth to clean the board before you start your class.
5. Give your students a strict warning that they must not do any of the exercises in their students' books.
6. If they were in need to write something in students' books, tell them to use a pencil, rather then a pen.

* * *

Preview of the Book

Unit	1	2	3
Topics & Speaking	**Education** How to become a better listener. Talking about grade eight..	**Making plans** - talk about plans. - make suggestions.	**Visiting places** - describing situations and their possible consequences. - talk about imaginary situations. - talk about places and monuments.
Grammar	Future with: Present continuous tense. Be + going to	Simple future tense with: - will (possible plans/ quick plans)	Conditional sentences: - if clause (first conditional) - if clause (second conditional)
Reading	Using Dictionary	Reading about should I continue my education	Reading about Eiffel Tower
Vocabulary	Parts of speech Nouns, Verbs and adjectives	Parts of speech Nouns, Verbs and adjectives	Parts of speech Nouns, Verbs, adverbs and adjectives
Listening & Phonics	Listening to guideline for how to become a better listener. Long “o” sound	- Listen for information about plan. - Long “U” sound.	- listening to their classmates talking about their decision where to go and what to do. - Listening (completing a paragraph about Japan.) - ou/ ow sounds
Writing & Word list	Writing about a better listener. Write a paragraph about the students improve their language skills.	Write a note to friend.	Writing an e – mail

8	7	6	5	4
REVIEW	**Friendship** - talk about friendship. - talk about how long you have known your friend.	**The senses** - talk about sign language. - expresses feeling and opinions.	**Environment** - state solution to problems. - direct others to do things.	**Review**
	Present perfect. For/ since in present perfect	Stative verbs - Prepositions of place. Present perfect	Infinitive. Verb + pronoun + infinitive	
	Sometimes friendship hurts	Reading about our senses	Reading a paragraph about cigarettes and smoking.	
	Parts of speech Nouns, Verbs, adverbs and adjectives	Parts of speech Nouns, Verbs and adjectives	Parts of speech Nouns, Verbs and adjectives	
	Qualities of friendship. Schwa	-Listening to a poem. - er/ ir. Ur/ ear/ wor sounds.	-Listening to a text about pollution - diphthong oy/ oi	
	Writing a paragraph about a close friend.	Writing about a special person.	Writing about school	

11	10	9
Stories - asking about past continuous. - narrate a story.	**Cultures** - talk about different customs all around the world. - asking about appropriateness and expressing obligation.	**Inventions** - asking about how something works. - giving instructions. - describing objects.
Past continuous tense. Adverb clause of time. When/ while/ as	Relative clauses. Should and would	By + Gerund Sequence adverbs
David Copperfield Poem (What is a book?)	Different customs	Women inventors Great little inventions
Parts of speech Nouns, Verbs and adjectives	Parts of speech Nouns, Verbs, adverb and adjectives	Parts of speech Nouns, Verbs, adverbs and adjectives
Listening to a story about mountain story. P/ B sounds.	Listening to a description of a wedding customs. Syllables	-Listening to specific information. Syllables
Writing information.	Writing a friendly letter.	Writing about invention.

14	13	12
On the phone - reporting a telephone message - make, accept and refuse invitations. - Describing eating habits. Talking about Frequency).	**Healthy Eating (Food)** - make , accept and refuse requests - complain, apologize and give excuses. - talking about health diet	**Review**
Could and would in invitation. Reported speech: - reporting questions.	Requests with modals: - could - would Would you mind In the morning, afternoon, evening,	
Who is in control?	Teen health	
Parts of speech Nouns, Verbs, adverbs and adjectives	Parts of speech Nouns, Verbs, adverbs and adjectives	
-Listening to invitation. - sh and ch sounds.	Listening to conversation about a weight problem. F and V sounds.	
Writing message.	-Writing recipe	

16	15
Review	**People said** - reporting what people said.
	Direct and Indirect speech. Statements in direct and indirect speech. Commands and requests in direct and indirect speech=h.
	People said …
	Parts of speech Nouns, Verbs, adverbs and adjectives
	-Listening to quotes. - Listening for months & seasons in different counties.
	Writing quotes.

Table of Content

Unit 1

Education

In this unit you will learn to:

- how to become a better student.
- listen to advice on becoming a better listener.
- read about make the most of your lessons.
- write a paragraph about learning English.



Unit One
Lesson one

Objectives of the unit:
In this unit you will learn how to:

- become a better student.
- listen to advice on becoming a better listener.
- read about using a dictionary.
- write a paragraph about learning English.

Objectives of the lesson:

- How to become a better listener.
- Using modals, simple present, past and present continuous in their daily speaking.

Pages: 2 – 3
-Period: (45) minutes.
Titles: Discussion, conversation and grammar.

-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step One

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and apply their names on their figures, if there were any of new students in class.
- Ask the students to look at the cover of the Student Book. Hold up your copy, point to the pictures on the cover in turn and ask! *What is this?* Call each student by name and elicit a response from them about the pictures. Then ask, "*What can you see?"* Or point and ask! *What is this?* Encourage the students to name anything else they can name from the cover.
- Ask the students if they can remember any of their favorite events or stories from book Eight. Give them time to think about the stories and events and tell to the others.
- After a few minutes, ask the students to tell the class their favorite stories. They might be able to say something about their favorite events and stories.

- **Brainstorming**: In order to make the students concentrate on their lesson, ask them some questions to direct them towards the main idea of the lesson.
  1. How long have you been learning English language?
  2. How many units did you have in grade eight?
  3. What is the difference between simple present and simple past?

Step Two

- **Discussion:** Write the question on the board. Then ask the students to look at page 2 of their books, and give them time to think about the units of grade 8 and write them in their notebooks. Then ask the students individually to say the units of grade 8 and name them. For example: The first student may talk about free time, the second student may name the title of second unite, in this way you will continue the process until all the units are named by the students.

- Draw the web on the blackboard and ask the students to come on the board and write the title of six units on the board.
- Ask other student to come on the board and choose a unit from the web drawn on the board and talk about it. Then let the other students to ask questions about the unit he has talked.
- Ask the students to look at the pictures on page 2 of the book. Then give them time to match them with the names of the unit on the web of part B. completing the web, you can compare the pictures to unit and ask them to say which picture belongs to which unit.
- Give the students time to write the sentences of part D of page 2 in their notebooks. Then let them to read the sentences and mark true (T) or false (F). Afterward ask them individually to read the sentences and say whether that is true or false. Don't correct the mistake; let them to find the correct answer from his/ her classmate sentences.

<u>Step Three</u>

- **Conversation:** Get the students to look at page 3 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.

<u>Step four</u>

- **Grammar:** Tell the students to look at page 3 of the book and read the sentences in the box. First ask some of the students to say sentences in simple present tense, simple past tense and present continuous tense. Then give them time to match the sentences in the box to their models.
- Ask students individually to read the sentences they have matched. Do not correct the mistakes yourself; let them correct their mistakes from the sentences of others.
- Give the students time to read the sentences in part B of page 3 and complete them with the words given in the brackets. Observe them not to use pen in the book. Then ask individual student to read the sentences. Of course the mistake shouldn't be corrected by you; it should be corrected by the students themselves by looking to the notebooks of each other.

  Exercise solution:

  Depends, don't speak, can, improve, can watch, can write, increases, look
- Divide the students in pairs to ask and answer questions about ways to improve their spoken English, writing skill and the skill of using dictionary. First talk something about the importance of four skills (Reading, Writing, Speaking and Listening. For example; students can make a conversation like the one in page 3 under the title of conversation.

<u>Step five</u>

- **Homework:**

  1- Tell your students to memorize the conversation, practice it with one of your classmates.

  2- Tell your students that the conversation will be used for writing skill on the blackboard next day.

Unit one
Lesson two

Objectives of the unit:
In this unit you will learn how to:
- become a better student.
- listen to advice on becoming a better listener.
- read about using a dictionary.
- write a paragraph about learning English**.**

Objectives of the lesson:
- how to use dictionary.
- how to increase vocabulary by using a dictionary.
- how to become a good listener.

Pages: 4 – 5
-Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask them to say a few sentences in simple present, simple past and present continuous tenses.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking these questions.
  1. Can you act the pervious conversation?
  2. Can you make a sentence to summarize the conversation?
  3. What is the difference between simple present and present continuous?

- **Brainstorming**: In order to make students concentrate on their lesson, ask them a few questions like these.
  1. Where can you find the meanings of difficult words?
  2. What do you think about using of dictionary
  3. Does it help you to memorize the new words?

<u>Step three</u>

- **Reading:** Before asking your students the questions in the "Reading" passage about a dictionary explain the term of dictionary.

What is a dictionary?
A book that gives a list of the words of a language in alphabetical order and explains what they mean, or give a word for them in another, language, e.g. Dari to English, English to Dari, English to Pashto, Pashto to English is called Dictionary.

- Read the guidance about dictionary aloud and ask the students to listen carefully, and then let them to read it silently with themselves. After reading the passage completely ask them to discuss about how to use dictionary.
- First ask a few students to read the guidance about dictionary aloud. Then ask other students to read it as fast as they can. Encourage the students to read topics as fast as they can to improve their reading skill. It is also very important for them while they are passing a reading test.
- Ask the students to read the rubric “C” then answer the questions in pairs.

Step four

- **Vocabulary:** Let the students to look at the dictionary and find the meanings of the given words in page 5 of their books.
- Ask the students individually to come on the board and write one sentence for each word, then let them to compare their sentences with each other.
- Ask the students to work in pairs. One student to say a word and the other student to find its meaning from dictionary and use it in a sentence.

Step five

- **Listening:** Ask your students to pay close attention to the sentences in the “Listening passage” Let the students to read the sentences carefully. Then read the sentences yourself and ask them to listen to them carefully and decide which sentences help them to become better listeners.
- Let the students to read the sentences once again and accordingly mark the table below to check the ideas to find that which one is strong (right) and which one is weak (wrong). Then divide them in groups of four to discuss about their given opinions. After that ask them individually to say the reason for their given opinions why they do believe that the sentences will help them to become better listeners.
- Read the correct sentences and let the student to compare their sentences with your sentences to correct them.

Step six

- **Homework:** Give your students homework about the use of dictionary.
  1. Give them some useful words to find them in their dictionary with their meanings.
  2. Tell your students to write down the rules that help them making them good listeners.

Unit one
Lesson three

Objectives of the unit:
In this unit you will learn how to:

- become a better student.
- listen to advice on becoming a better listener.
- read about using a dictionary.
- write a paragraph about learning English.

Objectives of the lesson:

- students should be able to use present continuous tense for the future.
- write a paragraph about a better listener.
- how to organize new word vocabulary.

Pages: 6 – 7
-Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask them to say something about how to use dictionary.

Step two

- **Evaluation:** Evaluate your students by asking these questions.
  1. What do you think is dictionary important for everyone?
  2. Who can explain the guidance for finding words in dictionary?

- **Brainstorming**: In order to make students concentrate on their lesson, ask them a few questions like these.
  1. Is graphic organizer useful for you in learning English?
  2. Can you make a sentence for present continuous?

Step three

- **Conversation:** Get the students to look at page 6 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen their pronunciation, acting and reading of English.
- Let the students to think about the question of part B of page 6. First ask the students to give their opinions about sharing and discussing their plans with friends and families. When they finished their exchanging of opinions, then ask them about the

benefits of discussing their plans with their friends, because their friends can give them good and useful advices.

Step four

- **Grammar:** Tell the students to look at page 6 of the book and read the sentences in the box. First ask the students to say sentences in present continuous and future tenses. Then write a few sentences in present continuous tense to indicate future.
  For example: I am going to leave at seven tomorrow morning. It means; I will leave at seven tomorrow morning.
- After that tell the students that this kind of present continuous tense is used in the place of simple future tense and expresses an action or activity that may happen in the future with a clear time expression.
  Example: I am taking a test tomorrow. He is going to Japan next week.
- Ask the students individually to say the sentences they have matched. Do not correct the mistakes yourself. Get the students to exchange their notebooks and thus correct their mistakes from the correct sentences of each other.
- Give the students time to read the sentences in part A of page 6 and complete them with the words given in he brackets. Observe them not to use pen in the book. Then ask individual student to read the sentences. If the students make any mistake, it should not be corrected by you; it should be corrected by each others (students).
  Exercise solution:
  A: What are you doing next Friday?
  B: I am going to study for my history test on Saturday.
  A: Too bad, I have a math test and I need your help. Can I come over on Wednesday?
  B: I am sorry. I am going to visit my grandparents.
  A: What about Thursday? Are you going to do anything?
  B: Actually, I am going to help my brother with his homework. Why don't you come over then?
- Divide the students in pairs to ask and answer questions about how they plan to study. Then ask them individually to come in front of the class or in their position to talk about how they plan to study for a daily quizzes, weekly test, mid term exam or final exams. Then ask other students to ask him/ her question about his/ her methods of studying or giving advice.

Step five

- **Writing:** Divide the students in groups of four. Ask them to write a paragraph about a better listener. Tell them that the sentences on page 5 can help them to write a paragraph.
- Ask the students to select one of their group members to read the paragraph written by them and let other groups to ask questions. Then ask another group to select one of their members for reading the paragraph written by them and give chance to the members of other groups to ask questions about their paragraph.
- Draw the web of page 7 on the blackboard. Ask the students individually to make a sentence about each part of the web. Then ask one of the students to come in front of the board and write the sentence he/ she made about. Get other students to make commentary on the sentence on the board. In this way complete the web by the sentences made by the students in the class.
- Ask the students to write a paragraph under any title in the web, using the information came out by discussion. Tell them that they can use the sentences on the board as a pattern. Then tell them to give their writing to their partners for proofreading.

- Ask a few students to read their paragraphs aloud and other students can ask questions or give opinions about the paragraphs. Then tell the students how to write the paragraph again and revise the sentences that are suggested by their classmates.

Step six

- **Homework:** Ask the students to write a paragraph about “Ways to improve English”.

Unit one
Lesson four

Objectives of the unit:
In this unit you will learn how to:
- become a better student.
- listen to advice on becoming a better listener.
- read about using a dictionary.
- write a paragraph about learning English.

Objectives of the lesson:
- Students should be able to recognize the rules of long 'o" sound.
- Students should be able to use present continuous tense to indicate future tense.
- Students should be able to use Be going to as modal auxiliary in future tense.

Pages: 8, 9 and 10
-Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to read their paragraph written about ways to improve English.

<u>Step two</u>
- **Evaluation:** evaluate your students by asking these questions.
  1. Who can read the paragraph he/ she has wrote about better listener?
  2. Can you give an example of be + going to in a sentence?
  3. Why learning English is important?

- **Brainstorming**: In order to make students concentrate on their lesson, ask them a few questions like these.
  1. Who can give some examples to show long "O" sound of pronunciation?
  2. How can you change assertive sentence in to interrogative?

<u>Step three</u>
- **Phonic: Phonic is a method of teaching people to read based on that sounds that letters represent.**
- Write the letter "o" on the blackboard to explain the correct sound of "O", you should write the words rose (rəʊz), bone (bəʊn), role (rəʊl), wrote (rəʊt), boat (bəʊt), toast (təʊst), oat (əʊt), soak (səʊk), flow (fləʊ), know (nəʊ), grow (grəʊ) and bowl (bəʊl) on the blackboard and then pronounce them by demonstrating of your lips, how the lips take the shapes? Tell them that the sign of long "O" is written as backward e and u (əʊ). The words written in parenthesis are as phonetic symbols.

- Read the words of part B of page 8 aloud and ask the students to repeat after you. Then read the words again and ask the students to circle the letters that stands for the vowel sound and indicate long ‘o’ sound. After that ask them individually to come in front of the class and write one word with its phonetic symbol on the blackboard. If anyone fails in writing the correct symbol of phonetic you should give him the word as homework to find the phonetic symbol at home from a dictionary.
- Let students to read the words beside the pictures and circle the words that stand for the picture then ask them individually to come on the board and write the word with its phonetic symbol.

Step four

- **Grammar summary:** Before going to explain two kinds of future tense “future with present continuous and future with be going to” you have to explain “present continuous and its meaning”. **For example; He is writing a letter.** This means: he is writing a letter now, at the time of speaking. The action is not finished yet. While future with present continuous means that the action will be happening in the future. **For example; I am writing a letter tomorrow.** This means: I have already decided and arranged to write a letter tomorrow.
- It is very important to explain the tenses for students. If students do not know the tenses and their functions they will be confused when they are facing to such sentences. Present continuous tense expresses an action that has already arranged to take place in the near future. e.g. **I am going to cinema tonight. My uncle is arriving tomorrow from London.** It is very important to explain the tenses for students. If students do not know the tenses and their function they will be confused when they are facing to such sentences. Beside of present continuous tense “Be going to” (as a modal auxiliary) + verb indicates future tense. **e.g.**
  1. **I am going to travel by plane.**
  2. **He is going to come and meet me at the library.**
  3. **It is going to rain. We are going to attend at the meeting.**
  4. **They are going to build a house in the mountain.**
- Make questions or interrogative sentences in future tense with “Be going to” forms, by changing the positions of helping verbs is, am, are with subject in the sentence, when there is not a WH word. **e.g. Am I going to travel by plane? Is he going to come and meet me at the library? Is it going to rain at night? Are we going to attend at the meeting? Are they going to build a house in the mountain?**
- Write the definition of Present continuous tenses that indicate future on the blackboard with different examples, and ask the students to write the definition in their notebooks.
- Read the sentences in the tables of page 9 of the book. Ask the students individually to say one sentence. Then divide them in groups of three to practice aloud. Ask one of your students to make an assertive or statement sentence, and the second student change it to questions and the third student change it to negative.
- Ask the students to make the sentences in part A in correct order and write them in their notebooks. Then ask them individually to come and write the sentences on the blackboard. If a student fails to write the sentences correctly, ask another one to come in front of the blackboard and write it.

  Exercise solution:
  1. The students are going to organize before writing.
  2. Salam is going to summarize the history lesson.
  3. I am going to underline the main idea in each paragraph.
  4. We are going to use graphic organizer to study geography.

5. We are going to proofread each other's paragraphs for mistakes.

Step five

- **Speaking:** Divide students in groups of six and tell them to write the ways of learning a new lesson. Then ask them to choose one of their partners as representative to come and write them on the blackboard. When he/ she finished writing let other students to ask questions or give opinions.

Step six

- **Writing**: Ask your students individually to write a paragraph about how your classmates are going to improve their language skill. You can also assign writing such a paragraph as homework to your students.

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Ask the students to write down the vocabulary list in their notebooks and make sentences for each of them.

Unit 2

Making plans

In this unit you will learn to:

- talk about plans.
- make suggestions.
- accept and refuse suggestions.
- listen for information about plans.
- read a topic about should I continue my education? And questionnaire.
- write a note to a friend.



Unit two
Lesson one

.

Objectives of the unit

- Talk about plans.
- Make suggestions.
- Accept and refuse suggestions.
- Listen for information about plan.
- Read a topic about should I continue my education? and questionnaire.
- Write a note to a friend.

Objectives:

- - Students should be able to talk about plans.
- - Students should be able to recognize modal auxiliary ‘will’ and use it in future tense.
- - Students should be able to use probably in future tense.

Pages: 12 – 13
-Period: (45) minutes
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to read their paragraph written how your classmates are going to improve their language skill.

Step two

- **Evaluation:** Evaluate your students by asking these questions.
    1. Who is going to read his/her paragraph about how your classmates are going to improve their language skills?
    2. What is the normal structure of simple future tense?

- **Brainstorming**: In order to make students concentrate on their lesson, ask them a few questions like these.
    1. A person who does not have a plan for work, does he/she have a good life?
    2. Who is the more successful person in the world?

Step three

- **Discussion:** Ask your students to look at the pictures of page 12 of the book carefully. Then ask them individually to talk about each picture and let the others to ask him questions about the pictures.
- Divide students in pairs (those who are sitting side by side) to answer the questions of part B of page 12. Then ask the question individually from students to answer. Ask them to give opinion and let other students to ask the questions.

Step four

- **Conversation:** Get the students to look at page 12 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen their pronunciation, acting and reading of English.
- Let the students to think about the question of part D of page 12. First ask the students to say their opinion and let other students to ask him/ her questions. Then tell them that without having plan a person is like a lost man in a desert who goes around but can't find the way.

Step five

- **Grammar:** What is future tense? Future tense expresses an action or activity that will happen in the future. We can form future tense by using the modal auxiliary" will and be going to". Besides of these modal auxiliaries the present continuous tense also indicates future tense, it means that the action has already arranged to take place in the near future. **E.g.**
  1. **I am going to Helmand tomorrow.**
  2. **He will come here tonight.**
  3. **They are going to go to a picnic on Friday.**
- Write the definition of simple future tense on the blackboard and give some example. Then ask a few students to make sentences in future tense. After that read the sentences in the table in page 13 of the book and tell the students to listen carefully. Divide students in pairs to ask and answer questions in future tense.
- Give the students time to read the conversation of part A of page 13 and complete it. Then divide them in pairs to practice it with their partners. After that make further pairs of the students to practice it by reading aloud for strengthening their pronunciation and understanding of English grammar.

  Exercise solution:

  1) A: Did you buy the ticket?
  B: Oh! I forgot. I will probably buy it in the afternoon.
  2) A: The mobile is ringing?
  B: I will probably answer it.
  3) A: Do you think we will get on time?
  B: I hope so. But it is very crowded.
- Give the students time to read the sentences of part B of page 13 silently. Then divide them in pairs (those who are sitting side by side) to practice them silently. **For example, one student should ask a question "What will you do tonight?" another student should answer. e.g. "I will probably do my homework tonight."** After that make further pairs to practice them aloud to strengthen the lesson.

Step six

- **Listening:** Read the sentences of part A of page 12 aloud and ask the students to repeat them after you. Then ask them individually to read the sentences aloud. However the listening should be read by the type recorder if a recorded type is available.
- Give the students time to read the table of page 13 of the book and complete it with names of their friends. Then ask them to come one by one and write a sentences about each task on the blackboard.

Step seven

- **Homework:** Tell students to write a paragraph about how they plan a work.

Unit two
Lesson two

Objectives of the unit
- talk about plans.
- make suggestions.
- accept and refuse suggestions.
- listen for information about plan.
- read a topic about should I continue my education? and questionnaire.
- write a note to a friend.

Objectives of the lesson:
- Students should be able to know the opposite of the words in vocabulary section.
- Students should be able to write a paragraph about making plan for future.

Pages: 14 – 15
Period: (45) minutes.
Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to read their paragraph written about how they plan a work.

Step two
- **Evaluation:** Evaluate your students by asking these questions.
  1. How will you pass your coming vacation?
  2. What will they do on Friday?
  3. Do you know the structure of simple future tense?

- **Brainstorming**: In order to make students concentrate on their lesson, ask them a few questions like these.
  1. “Summer”, what is the opposite of this season?
  2. Would you like to continue your education?
  3. How do you want to improve your education and knowledge?

Step three
- **Vocabulary:** Write a few words on the blackboard and ask the students to say and write the spelling of them and their opposites on the blackboard. e.g. dirty – clean, sell – buy, sit down – stand up, etc.
- Let the students to read the words of vocabulary on page 14 of the book and find the opposite of each word. Then ask them individually to come and write the opposite on the blackboard. After that ask them to say one sentence for each word.
- Give the students time to think about project or a plan. First write some names of the project on the board and tell the students to choose one of the given titles on the board and think about it. For Example: study a computer program, going to a trip,

visiting a museum, finding a job, etc. Then ask them individually to come in front of the blackboard and write the title of his plan and talk about it, how he is deciding doing it, how he would like to start, where would he want to continue it, is it easy or hard to do?, etc.

Step four

- **Reading:** Read the following questions aloud and ask students individually to answer them. Then give them time to think about the questions. Ask them individually to talk about each question and let other students to ask him/ her questions.
- Read the paragraph about "Should I continue my education?" aloud and try to pronounce them clearly. Then ask the students to read it silently with themselves. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask them individually to read the paragraph aloud and pay attention that they pronounce the words correctly.
- Let the students to read the questions at the paragraph or section C of page 16, divide them in pairs to ask and answer questions.
- Ask a few students to come in front of the class to say the main idea of the paragraph.

Step five

- **Homework:** Ask student to write a paragraph about should they continue their education? How?

Unit two
Lesson three

Objectives of the unit
- talk about plans.
- make suggestions.
- accept and refuse suggestions.
- listen for information about plan.
- read a topic about should I continue my education? and questionnaire.
- write a note to a friend.

Objectives:
- Students should be able to make suggestions.
- Students should be able to make a project and plan a project.

Pages: 16 – 17
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to read their paragraph written about should they continue their education? How?

Step two
- **Evaluation:** Evaluate your students by asking these questions.
  1. Would you like to continue your education?
  2. Write the words of thirsty, happy, bright, far on the blackboard and ask them to say their opposite.

- **Brainstorming**: In order to make students concentrate on their lesson, ask them a few questions like these.
  1. How do you plan a project?
  2. Is it important to make a plan before performing a work?
  3. You want to go to a Market and want one of your friends to accompany you. How will you ask him to go with you to market?

Step three
- Give the students time to read the questionnaire in part D of page 16 silently. Then read the questionnaire aloud and clear. After that ask students to read the questionnaire again to find the correct answers which describe the sentences.
- Ask students individually to read the sentences aloud and say the correct descriptive sentences in a and b that describe the sentences the best.

- Write the two sentences of part E of page 16 on the blackboard and let the students to read the questionnaire again to find what do the underlined words mean. Then ask them individually to say what they mean.
- To check the students if they understand the meaning of the underlined words, and ask them to write one sentence for each underline word on the blackboard.

Step four

- **Conversation:** Get the students to look at page 17 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation, acting and reading of the students.
- Let the students to think about the question in part B of page 17. First ask the students to say their opinion and let other students to ask him/ her questions.
- Ask a pair of students to make similar conversation and act it in front of the class. Of course the teacher should help them in making sentences.

Step five

- **Grammar:**
- We use let's to ask about suggestions. **Example: Let's go to the party. Let's have English class. Let's speak with principal about the examination.**

Besides 'Let's', 'could' is also used for suggestion, however could is the past form can, but it is also used in present to indicate suggestion. e.g.

Could you come with me? Could you speak with principal about examinations?

- Write a few sentences on the board with let's and could. Tell the students that both let's and could are used for suggestions. Then ask a few students to make sentences with let's and could to indicate suggestion in situations.
- Ask the students to look at page 17 of the book. Read the sentences aloud and ask the students to listen carefully. Then ask them individually to read the table aloud.
- Divide the students in pairs, one student suggest something and the other one accept or refuse his/ her suggestions.
- After practicing, ask the students individually to read the conversation in part A on page 17 silently to complete it. Then ask them again individually to read the conversation.
- Divide the students in pairs to practice the conversation again aloud. One student should act as Husnia and the other one should act as Mehnaz. The other pairs should act the same as Husnia and Mehnaz.
- Again divide students in pairs to practice the direction in part B of page 17. First student should make four suggestions and second student should accept two of them and refuse two of other and give excuses, e.g.

First student: It is praying time. Let's go to the mosque.
I am very hungry. Let's go to a hotel and have something to eat.
Let's speak with teacher about our new lesson.
Let's buy a birthday gift for him.

Second student: That is a great idea.
Sorry, I don't have enough money to eat in a hotel.
That sounds great.
Sorry, I didn't receive my salary yet.

Step six

- **Homework:** Tell the students to write five sentences consisting suggestion and give them answers.

Unit two
Lesson four

Objectives of the unit

- talk about plans.
- make suggestions.
- accept and refuse suggestions.
- listen for information about plan.
- read a topic about should I continue my education? and questionnaire.
- write a note to a friend.

Objectives of the lesson:

- Students should be able to write a paragraph about an event.
- Students should be able to recognize the long "u" sound.

Pages: 18 – 19 and 20
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students. Make them pairs, one student suggest something and the other one accept or refuse it.

- **Brainstorming**: In order to make students concentrate on their lesson, ask them a few questions like these.
  1. Who can tell us about his/ her an important event?
  2. Pretend you would like to build a house. How would you plan for building it?

Step three

- **Writing:** Divide the students in group of six. Give them time to choose an event or a situation. Before starting their writing about an event tell them complete the web first in their notebooks.
- Ask the students to use the information on the web to write a paragraph about the event or situation they have already chosen. While they finished writing tell them to choose a representative to read the paragraph and ask other students to ask him/ her questions about it.
- Ask the students to use the above web to write a letter to tell about their plans to his/ her friends who are absent. Students should ask the absent students to tell their suggestions about his/ her plans.

- Ask the students individually to read his/ her letter. Let others to correct his/ her mistake or give opinion about the letter.
- Ask the students to read the letter in part C of page 19 of the book carefully and complete it with suitable prepositions. Be careful that they should use pencil in filling the web not a pen.
- Ask the students individually to come in front of the class and read one sentence of the letter and write it on the blackboard. If he/ she fails to read the letter and write it correctly on the blackboard let others to correct it.
- Ask again the students individually to read the letter aloud and other students listen to it carefully.

Exercise solution:

I left school <u>at</u> the age <u>of</u> 16 because I never had any money <u>for</u> anything, and I didn't like doing homework <u>in</u> the evening and at weekends. I wanted to work <u>for</u> an International company, but no one replied <u>to</u> my letters, so now I have a job <u>for</u> three months in a library. I put books <u>in</u> shelves <u>in</u> the mornings and I clean the floors <u>in</u> the afternoons. I am looking <u>for</u> a better job, but I don't have any qualifications. Now I am sorry that I didn't go <u>to</u> further education.

<u>Step four</u>

- **Phonics:** Write the letter "u" on the blackboard then write the words tube (tju:b), rule (ru:l), pure (pjʊə), pool (pu:l), cool (ku:l), tool (tu:l), soup (su:p), group (gru:p), troupe (tru:p), suit (su:t), fruit (fru:t), few (fju:), drew (dru:), new (nju:), and sew (səʊ)on the blackboard and then pronounce them clearly by demonstrating of your lips that the students see how the lips take shapes during the pronunciation. Tell them that the sign of long 'u' is written as backward (u:). The words written in parenthesis are phonetic symbols.
- Read the words in part B of page 20 of the book aloud and ask the students to repeat after you. Then read the words again and ask the students to circle the letters that stands for the vowel sound and indicate long 'u' sound. After that ask them individually to come in front of the class and write one word with its phonetic symbol on the blackboard. If they couldn't give them homework to find the phonetic symbol at home from dictionary.
- Let the students to read the words beside the pictures and circle the words that stand for the picture and pronounce as long 'u; sound then ask them individually to come on the board and write the word with its phonetic symbol.

<u>Step fie</u>

- **Homework:** Choose an event that happened to you and write a paragraph about it.

Unit two
Lesson five

Objectives of the unit

- talk about plans.
- make suggestions.
- accept and refuse suggestions.
- listen for information about plan.
- read a topic about should I continue my education? and questionnaire.
- write a note to a friend.

Objectives of the lesson:

- Students should be able to recognize future tense.
- Students should be able to use modal auxiliary will and be going to in future tense.
- Students should be able to make suggestions and give response to a suggestion.

Pages: 21 – 22 and 23
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students. Make them pairs, one student suggest something and the other one accept or refuse it.
  1. Who can write the symbol of long 'u' sound?
- **Brainstorming**: In order to make students concentrate on their lesson, ask them a few questions like these.
  1. I am going to take a math class next. What are you going to do?
  2. Who can tell us the auxiliary verbs that we use in simple future tense?

Step three

- **Grammar summary:** Simple future tense expresses an action or activity that will happen and take part in future. e.g. **I am going to cinema tonight. My uncle is going to open a factory in Kabul. They will speak about new method of teaching.**
  Future tense with modal auxiliaries "will and be going to" form their questions by changing the positions of modal auxiliary with subject when there isn't a WH word, **e.g. Am I going to travel by plane? Is he going to come and meet me at the library? Is it going to rain at night? Are we going to attend at the meeting? Are they going to build a house in the mountain?**
  Will I meet you at the party? Who will come tonight?

- Write the definition of simple future tenses on the blackboard with different examples and ask the students to write the definition in their notebooks. Then ask them to say sentences in simple future tense.
- Read the sentences in the tables of page 21 of the book. Then divide them in groups of three to practice aloud. First student say a positive sentence, second student change it to questions and third student change it negative.
- Give the students time to read the questions in page 21 of the book and write two responses for each in their notebooks.
- Divide them in pairs to practice the sentence with each other. Then make further pairs to practice them aloud.

<u>Step four</u>

- **Listening:** Write the title “Decisions for Summer Holiday” and ask the students to think about it, and make themselves to talk about it. Then ask them to write the table of page 22 in their notebooks. After that ask a few students to come in front of the class and talk about their decisions and other students listen to him/ her carefully and complete the table in their notebooks.
- Ask the students individually to read one number of the table they have filled. Then ask the speaker if he filled the table correctly.
- Ask the students to choose the best decisions among them and make suggestions about the decisions that are chosen. Then divide them in pairs to practice the process, e.g. one of the students has decided to go to Nangarhar and take part in “Orange Gul” party and he suggests his/ her classmates to go with him/ her. Other students accept or refuse his/ her suggestion.

<u>Step five</u>

- **Speaking:** Divide the students (those who are sitting side by side) in pairs to practice with each other. One student suggest something and the other students accept or refuse his/ her suggestion.
  Example:
  My birthday is on Friday. If you participate in my birthday party that will make it more enjoyable.
  That is a great idea. I sure will come.
  Oh that sound great, but I have to visit my uncle at the hospital.

<u>Step six</u>

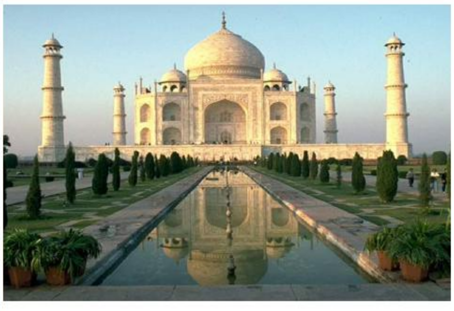
- **Vocabulary:** Vocabulary is a useful resource for students who want to understand the function of a word according to parts of speech. What a word function is? Is it a verb? Or is it a noun?
- Read the vocabulary aloud and ask the students to repeat them after you. Then give them time to read the words if students don’t understand the meaning of any words try to practice it by making a sentence or by demonstration, miming, acting etc. Instructs students to write the vocabulary in their notebooks with their meanings and make sentences about each word.

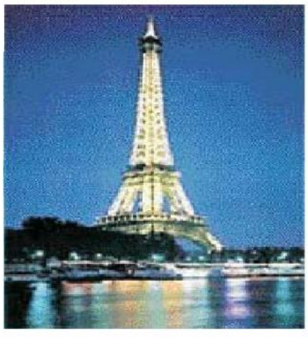
Unit 3

Visiting places

In this unit you will learn to:

- describe situations and their possible consequences.
- talk about imaginary situations.
- talk about places and monuments.
- listen to your classmates going to decide where to go and what they do.
- read about a famous monument.
- write an e-mail.





24

Unit three
Lesson one

Objectives of the unit:

- describe situations and their possible consequences.
- talk about imaginary situations.
- talk about places and monuments.
- listen to your classmates going to decide where to go and what they do.
- read about a famous monument.
- write an e-mail.

Objectives of the lesson:

- Students should be able to know conditional sentences.
- Students should be able to make sentences in first (probable) conditional sentence.

Pages: 24 – 25 and 26
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students. Make them pairs, one student suggest something and the other one accept or refuse it.
  1. Who can tell us the symbol of long 'u' sound?
  2. Can you make a sentence in present continuous tense to indicate future?
  3. Who can tell us the situation when present continuous tense expresses future action?

- **Brainstorming**: In order to make your students concentrate on their lesson, say some sentences and ask the students to translate them.
  1. If I have money I will buy a new car.
  2. If she studies hard she may pass the exam.

Step three

- **Discussion:** Ask the student to look at the picture of page 25 of the book and ask them if they can explain them. Then write the questions on the blackboard and ask them individually to answer.

Step four

- **Conversation:** Get the students to look at page 25 of the book and look at the conversation between two students. Read the conversation aloud and get the students

to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation, acting and reading of the students.
- Let the students to think about the question of part B in page 25. First ask the students to say their opinion and let the other students to ask him/ her questions.

Step five

- **Grammar:** Conditional sentences are that which are formed by (if) and expresses a condition. Or a conditional is something that hast to be fulfilled before something else can happen

Probable conditions or first conditional: Are those which express a probable action. In this type of conditional the speaker states the probability of an action that is possible to perform or happen. Probable conditions are always formed in present and future tenses.
Example: If I study hard I will get good scores in the exams.
If peace is established in Afghanistan the people will be lucky
Improbable conditions second and third conditional: They express an action that is impossible to be performed. Improbable conditions are formed in the past and perfect tenses.
Example: If I had a lot of books I would have a library.
If I have studied hard I would have passed the exam.

- Write the definition of conditional sentences on the blackboard with clear and different examples. Then ask the students to make some sentences in conditional state. After that tell them to write the definition of conditional sentences in their notebooks.
- Write these sentences on the blackboard and ask your students to complete them.
  1. If I become rich …………………………………………
  2. If you work hard ………………………………………..
  3. If my dad buys me a car ………………………………..
- Ask the students to look at the sentences of the table on page 26 of the book and read the sentences aloud. Then ask them individually to read the sentences.
- Give the students time to read the sentences in part A of the book to complete them. Then ask them individually to read the sentences aloud.
  Exercise solution:
  1. If I arrive late, I will probably call you.
  2. If we go by bus, we will probably take more luggage.
  3. If it rains tomorrow, I will not come to office.
  4. If I like it, I will buy it.
  5. If it doesn't cost too much, we will probably go there again.
- Ask the students to look at the pictures in part B of page 26. Then ask them what they will do if they visit those places.

Step six

- **Listening:** Let the student to read the list of activities in listening part of page 26. Then ask a few students to say where they would like to go on their holiday. While they are talking about the place they visited in their holidays, ask the others to listen to their classmates carefully and mark the activities they mentioned in their talking. However the teacher should also note the activities they are mentioning. It is because the teacher should check the ability of students listening.

- Ask other students individually that what kind of activities they have marked. This is because to check their understanding.

<u>Step seven</u>

- **Homework:** Tell your students to write down five sentences in first type of conditional.

Unit three
Lesson two

Objectives of the unit:
- describe situations and their possible consequences.
- talk about imaginary situations.
- talk about places and monuments.
- listen to your classmates going to decide where to go and what they do.
- read about a famous monument.
- write an e-mail.

Objectives of the lesson:
- - Students should be able to recognize words and number according to their sorts
- - Students should be able use words correctly in sentences.
- - Students should be able to read a paragraph about Eiffel tower correctly.

Pages: 27 – 28
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and write the homework sentences on the blackboard.

Step two

- **Evaluation:** Evaluate your students. Make them pairs, one student suggest something and the other one will accept or refuse it.
  1. Who can explain the structure of first (probable) conditions?
  2. Who can complete these sentences?
     Write the sentences on the blackboard and ask the students individually to come and complete it.
  a. If you participate in my wedding party …………………………………….
  b. If I buy a new car ………………………………………………………….
  c. If he comes late ……………………………………………………………

- **Brainstorming**: In order to make students concentrate on their lesson, ask them these questions.
  1. Do you know where the Eiffel Tower is?
  2. Do we have any tower in our country?

Step three

- **Vocabulary:** Ask the students to look at the vocabulary part of page 27. Write the name of five categories given below the words on the blackboard. Then ask individually to come and write each word under the correct category.

- Ask the students individually to come and read the words aloud. For example a student read the location the second student read the population and it goes on.
  Exercise solution:

Location

Asia
South Africa
Europe
Afghanistan
North America
Australia

Population

322,000
85,000,000
1,000,000
16,000,000
1,200,000

Language

Dari
Chinese
English
Arabic
Pashto
Turkish

Religion

Islam
Christianity
Indo

Currency

Dollar
Sterling
Riyal
Euro

- Divide the students in pairs to choose a country from the categories given in part A of page 27. Then ask them to say something about it. For example where it located? What is its formal language(s)? What is its currency? They should find out information from their geography book. After that let them to compare the countries they have talked about with his/ her partner.

__Step four__

- **Reading:** Before you read the paragraph about Eiffel Tower, ask the questions giving in Reading part of page 27 of the book. Then read the paragraph aloud and ask students to listen carefully.
- Ask a few students to read the paragraph aloud. Then let the students to read it silently and answer their questions. Don't translate the words in Dari or Pashto; try to translate them in English by miming, acting and demonstration. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Let the students to read the sentences in part B of page 28 silently. Then ask them to compare them with the sentences given below. Then ask them individually to read the sentences aloud and say what sentence is belongs to it.
  Exercise solution:
  1) It was the tallest building in the world until the Empire State Building was built 40 years later. (paragraph 1)
  2) Eiffel knew better, his crew not only finished the work in twenty-one months but also completed it in time for the festival's opening day. (paragraph 2)
  3) Before the Tower was built, some French men did not like Eiffel's design and called it "an eyesore". (paragraph 3)
  4) The Eiffel Tower is now loved by French citizens, and has become the symbol of Paris. (paragraph 4)
  _____4_____French people are very proud of the Eiffel tower.
  _____2_____The people who built the tower worked hard and fast.
  _____1_____The Empire State Building is taller than the Eiffel Tower.
  _____3_____Those who saw the drawings of the tower said they were ugly.

__Step five__

- **Homework:** Ask the students to write a paragraph about a famous place.

Unit three
Lesson three

Objectives of the unit:

- describe situations and their possible consequences.
- talk about imaginary situations.
- talk about places and monuments.
- listen to your classmates going to decide where to go and what they do.
- read about a famous monument.
- write an e-mail.

Objectives of the lesson:

- - Students should be able to recognize second conditional sentences.
- - Students should be able to know Ethernet and use it in their life.

Pages: 29 – 30
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them to come and ask a few students to read their paragraph written about famous place of their country.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can explain the structure of first (probable) conditions?
  2. What is the key word in second conditional sentences?

- **Brainstorming**: In order to make students concentrate on their lesson, ask them these questions.
  1. How many types of conditional sentences do you know?
  2. Who can make a sentence in second conditional sentence?

Step three

- **Conversation:** Get the students to look at page 29 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen their pronunciation, acting and reading in English language.
- Let the students to think about the question in part B of page 29. First ask the students to speak out their opinion and let other students to ask them questions.

Step four

- **Grammar:** What are the second conditional sentences?

As it was mentioned before that conditional sentences are are by (if or whether) and express a condition. The second conditional are formed by simple past and would + main verb.

Example: If I were you I would study hard.

If he came late he wouldn't catch the bus.

- Ask the students to look at page 29 of the book. Read the sentences in the table aloud and ask your students to listen to them carefully. Then let the students to read the sentences silently. After that ask a few students to come in front of the class and write some sentences in second conditional sentences on the blackboard.
- Give the students time to read the paragraph in part A of page 29 silently to complete it. Then ask them individually to read it aloud. If he/ she makes mistake, don't correct it yourself, let other students to correct it.

  Exercise solution:

I wish I could go to Bamian, but the trip costs too much. If I had enough money, I would certainly spend my vacation there. If I went to Bamian, I would take a tour to famous historical places like Buddha's statues and Amir Dam. If I stayed in Bamian, I would love to visit the Bamian University. If I was rich I would work really hard to go there. If the statue was worshiped, I would never go there.

- Write the title on the blackboard (What would you do if you traveled to Herat Province?) Then divide the students to discuss about what would they do if they traveled to Herat Province. After that ask them individually to talk in second conditional sentences.

Step five

- **Writing:** Ask the students to look at page 30 of the book carefully. Then ask them individually what does he/ she see in the picture?
- Introduce different parts of an e-mail to the students, and write them on the blackboard.

1. Recipient: it is the part where you write the address of Recipient.
2. Subject: It is the place where you write the title of the message.
3. The main part of the e-mail is subject. It is divided into four parts. E-mail is an electronic letter, which has the same like writing rule.

a. Greeting   b. Message (body)   c. closing.   d. signature

Step six

- **Homework:** Give your students part B on page 30 of textbook as homework. Tell them to read the rubric in part B and draw an e – mail in their notebooks and write a message to one of their friends accordingly.

Unit three
Lesson four

Objectives of the unit:
- describe situations and their possible consequences.
- talk about imaginary situations.
- talk about places and monuments.
- listen to your classmates going to decide where to go and what they do.
- read about a famous monument.
- write an e-mail.

Objectives of the lesson:
- Students should be able to recognize the sound of 'ou' and 'ow'.
- Students should be able to learn the use of Internet and apply it in their life.

Pages: 31 – 32 – 33 and 34
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic. Then ask some of them to come in front of the class and read the message they have written. After that collect their homework to check them at home or in your free period.

Step two
- **Evaluation:** Evaluate your students by asking some questions, e.g.
  1. Who can explain the structure of second (improbable) conditions?
  2. Write down the following sentences on the blackboard and ask the students to come in front of the class and complete them.
     a. If I were in New York ……………………………………….
     b. If you met her at the party ……………………………………
     c. If you studied hard ……………………………………………
- **Brainstorming**: In order to make your students concentrate on their lesson, ask them the following questions.
  1. Who can pronounce cow, town and round?
  2. Have you ever been to Japan?

Step three
- **Phonics:** Writes the letters "ou" and "ow" on the blackboard then write the words house (hauz), found (faʊnd), round (raʊnd), sound (saʊnd) in the line with "ou" letters and cow (kaʊ), bow (baʊ), how (haʊ) and town (taʊn) in the line with "ow" letters. Afterwards pronounce them clearly by demonstrating of your lips, how the

lips take shapes? Tell them that the sound of ‘ou’ is equal to “ow”. They are having the same sound.

- Read the words in part 2 of page 31aloud and ask the students to repeat after you. Then read the words again and ask the students to complete the words with phonetic symbols of the letter they hear. Afterwards ask them individually to come in front of the class and write the complete word with its phonetic symbol on the blackboard.
- Let the students to read the words beside the pictures and circle the words that stand for the picture’s name then ask them individually to say what word indicate the picture’s name.

Step four

- **Grammar summary:** A conditional is something that has to be fulfilled efreo something else can happen. Or conditional sentences are those which are introduced by (if or whether) and express a condition. First conditional is also called probable conditional. The “if clause” is formed in present tense. **Example: If I live in Kabul, I will take many courses. If they work hard, they will get more money. If my uncle comes, he will open a factory in Kabul. She can talk to his father if she buys a mobile.**
  In second conditional the if clause is formed in simple past and present or past perfect tenses. **For example: If she was here, she would become happy to meet you. If you were in Kabul, we would have a lot of fun. She would have a car if she worked hard.**
- Write the definition of simple future tenses on the blackboard with different examples and ask students to write the definition in their notebooks. Then ask them to say sentences in first conditional.
- Read the sentences in the table of page 32 of the book aloud and ask the student to listen carefully. Then ask a few students to read them aloud.
- Give the students time to read the sentences of grammar summary part on page 32 silently and make first and second conditional sentences from them. Then ask them in pairs to come and write the sentences on the blackboard. For example a student write the sentence in first conditional and the second one will change it in second conditional.
  Exercise solution:
  1. If I went to picnic, it would take two hours.
  2. If I went to by boat, it would take two hours.
  3. I reach early, I will see the sunrise.
  4. I stay outside, I will hear the sea birds.
  5. If it snowed in the fall, we would ski in the mountains.

Step five

- **Speaking:** Divide the students in group of six to talk about their favorite places. Then ask a few students individually from different groups to talk about his/ her favorite place.

Step six

- **Vocabulary:** Let the students to read the words in page 32 of the textbook. Then ask them to tick the transport they use for going to given places.
- Ask the students individually to talk about transports they use to school. Is it easy to access or it is difficult. How much it cost them? How are the drivers? Are the drivers behaving well or not?
- Give the students time to read the paragraph in page 33 of the book to complete the blank spaces. Then ask each student individually to read one sentence from the

paragraph. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Ask a few students to read the paragraph aloud.

Exercise solution:

> My cousins had an interesting holiday. First they flew to Abu Dhabi by plane. They spent a week there. Then, they sailed to Karachi by boat. The journey was long but enjoyable. In Karachi they walked along the beach on foot. After two days, they flew to Islamabad by plane. There, they drove around the neighboring areas and went sightseeing by car. Finally, they rode to Peshawar by bus and stayed there for two weeks.

Step seven

- **Listening:** Give the students time to read the paragraph written about Japan on page 33 of the book silently. Then read the paragraph aloud and ask the student to look at table and listen carefully and complete the table.
- Ask the students individually to read the table they have completed. Then ask a few students to read it aloud.

Step eight

- **Vocabulary:** Vocabulary is a useful resource for the students who want to understand the function of a word in parts of speech, e.g. What a word's function is? Is it a verb? Or is it a noun?
- Read the vocabulary aloud and ask the students to repeat them after you. Then give them time to read the words. If a student don't understand the meaning of any words try to say it by making some sentences or demonstration, miming, acting etc. Tell your students to write the vocabulary in their notebooks with their meanings and make sentences about each word.

Step nine

- **Homework:** Ask the students to write a paragraph about Afghanistan.

Unit 4

Revision

Unit four
Lesson one

Objective of the lesson:
- Students should be able to improve the four skills in learning a language.

Pages: 36 – 37
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them for their homework to come in front of the class and read their paragraph written about Afghanistan.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can tell us the definition of conditional sentence?
  2. Who can make two sentences; one in first conditional and one in second conditional?

- **Brainstorming**: In order to make students concentrate on their lesson, ask them these questions.
  1. Do you remember such good points in past units that help you in improving your English?
  2. How can you improve your listening skill?

<u>Step three</u>

- **Speaking:** Before you start the activity number 2 ask your students how much of previous lesson do they remember. Then divide them in pairs (those who are sitting side by side) to practice the questions of part A in page 36 of their textbook.
- Ask students to look at the pictures of page 36 of the book carefully. Then ask them to write the ways of improving each skill they see on the pictures.
- Write the names of four skills (reading, writing, listening, and speaking) on the blackboard. Then ask them individually to come in front of the class and write the ways of improving their English by the help of each skill.
- Divide the students in group of six. Tell them to tick the ways of skills they have written under the pictures in page 36. Then tell them to help each other in improving the skill and especially those who needs to improve that skill. Everyone should tell speak about the methods of improving the skill.
- Divide the students in pairs (those who are sitting side by side). Ask one of them to act as a father and the other one as his son/ daughter. The son/daughter talks about his/her problems to his/her father. The father suggests solution to the problems or gives comments. Tell the son/daughter to take a note.

- Ask the student who played the role of as a son/daughter to read aloud the note he/she has written.

Step four

- **Grammar:** Read the sentences and phrases in grammar section in page 37 of the book aloud. Ask the students to read them silently and match the term in column A with the examples in column B, and choose them according to their correct grammatical functions and name.
- Ask the students individually to come in front of the blackboard, read and write the term they matched with the examples. If anyone made mistake and was wrong in matching the terms other students to correct it.

Step five

- **Language functions:** Read the sentences aloud. Then give your students time to read them and choose the correct answer.
  Exercise solution:
- Divide the students in pairs. One student read the question and the other one answer it.

  1. How often do you learn new vocabulary?
  a. I like books.
  (b.) Every day.
  c. By bus.

  2. Do you have any plans for tonight?
  a. I am going to my friend.
  b. I always like to make plans.
  (c.) I have a plan for tonight.

  3. Where are you going next week?
  a. I may leave to Kandahar now.
  (b.) I'll go to Bamian.
  c. I am going shopping to night.

  4. Let's study together?
  (a.) Sorry, I can't.
  b. I am late.
  c. Thank you.
- Divide your students in pairs. One student read and ask the questions, another students read the answers.

Step six

- **Homework:** Ask your students to write a paragraph about how to improve their reading skill as homework.

Unit four
Lesson two

Objective of the lesson:

- Students should be able to improve their vocabulary skill.

Pages: 38 – 39
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them for their homework to come and read their paragraph written about how to improve your reading skill.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can tell us the method which can improve your listening skill?
  2. Can you name the ways of improving your reading skill?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask them the following questions.
  1. Do you know what kind vehicles do the people use more?
  2. Who can point out where Jalalabad located?

Step three

- **Writing:** Tell the students that they are planning a trip to Ghazni. Ask them complete the web in page 38 of the book in their notebooks. Then ask them to write a paragraph about their trip plan.
- Ask them individually to read the paragraph they have just written. And other students should ask him/ her questions about the paragraph.

Step four

- **Vocabulary:** Read the table in page 38 of the book and give information about it. Then let the students to read the table silently and match them to the sentences below the table and correct the figures that are not correct. Afterwards ask them individually to read the sentences.
- Ask the students to discuss about the figures in our country. Then tell them to talk about it aloud.

Step five

- **Listening:** Read the paragraph in page 39 aloud and ask your students to listen to it carefully. Than let the students to read the table below silently and fast. Then read the paragraph again and tell th students to complete the table.
- Ask the students individually the following questions.

1. What is the capital city of Jalalabad?
2. Where it is located?
3. What is Jalalabad city like?
4. Are there many industries in Jalalabad?

- Ask a few students to read the paragraph aloud. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

Step six

- **Conversation:** Ask your students to read the conversation silently and complete the blank spaces. Then divide them in pairs (those who are sitting side by side) to practice it. After that make further pairs by picking a student from each row in the class to practice the conversation aloud. Help them in they couldn't make the conversation.
  Exercise solution:
  Student A: I wish I was traveling this summer.
  Student B: If you had money. Where would you go?
  Student A: I'd go to Zabul.
  Student B: Why?
  Student A: If I would go to Zabul, I would visit many provinces.
  Student B: What else would you do?
  Student A: I'd also do shopping.
  Student B: If I were you. I'd stop day dreaming and go back to school.

Step seven

- **Homework:** Tell your students to write a paragraph about one the provinces of Afghanistan.

Unit four
Lesson three

Objective of the lesson:

- Students should be able to make plans.

Pages: 40 – 41 and 42
Period: (45) minutes.
- Students should be able to talk about themselves.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them for their homework to come and read their paragraph written about a province of the country (Afghanistan).

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions.
  1. Do you know the capital city of Ningarhar?
  2. Who can tell the two kinds of conditional sentences?

- **Brainstorming**: In order to make students concentrate on their lesson, ask them these questions.
  1. Did you make any plan for your vacation?
  2. Do you have any partner in making plan for spending your vacation?

<u>Step three</u>

- **Speaking:** Ask your students to look at page 40 of the book. Hold up your books and ask the students individually about the actions in the pictures? The students should talk about them.
- Divide the students to ask questions about the pictures in part A of page 40 of the book and answer them. Then make further groups to practice the actions by performing the role of the people in the pictures.
- Let the students to read the words in part C of page 40 of the book and think about them for a while. Then ask them to make two questions for each word.
- Ask the students individually to come in front of the class and write the questions on the blackboard and a student in the class should answer it.
- Divide the student to complete the table about themselves. Then ask them individually what they will do if they get a ten day prize vacation.

<u>Step four</u>

- **Grammar:** Give the students time to read the sentences of grammar section in page 41 and complete them with future form of giving the verb in parenthesis.

- Ask the students individually to come in front of the class and write the sentences on the blackboard and read them aloud.

  Exercise solution:
  1. I am hungry. I am going to make myself a sandwich.
  2. He is going to study English next year.
  3. We are going to leave at 7:00 a.m. tomorrow.
  4. Look at those clouds! It is going to rain at any minute.
  5. I think he is going to be very successful.
- Ask your students to look at page 41 of the book and read the result sheet of Mr. Hamid. Then ask them to write sentences about how Hamid can improve his English skills.
- Ask the students individually to come in front of the class and write the ways he/ she suggests for Hamid.

<u>Step five</u>

- **Reading:** Read the story of page 41 aloud and ask students to listen carefully. Don't translate it in Dari or Pashto. Translation in Pashto or Dari should be the last resort.
- Ask a few students to read the story aloud. Then ask some other students to come in front of the class and talk about themselves. After they read the story and talked about themselves, ask them to give a title to the story.
- Ask the students to read the story in page 41 again and answer the questions in part C of page 42. Then divide the students in pairs (one students to be chosen from in front of the class and another should be chosen from the end) to ask questions and answer them.
- Let the students to read the table in part D of page 42 and ask them to match the words to their meaning. Then ask them individually to come to the blackboard and write the words and its meaning on it. If he/ she make a mistake you should ask another student to correct his/ her mistake.

<u>Step six:</u>

- **Homework:** Give your students homework to write a story about one of thier family members.

Unit four
Lesson four

Objective of the lesson:

- Students should be able to write about their plans.

Pages: 42 – 43 and 44
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask some of them for their homework to come in front of the class and read their story written about one of their family member.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can read the story in reading part of page 41 in 3 minutes?
  2. Write a few words on the blackboard and ask the students individually to express them in simple English.

- **Brainstorming**: In order to make students concentrate on their lesson, ask them the following questions.
  1. How do you read a text?
  2. Where would you like to spend your holidays? With whom would you like to spend your holidays?
  3. How do you feel when you lose a game?

Step three

- **Conversation:** Ask your students to read the conversation in page 42 silently and complete it. Then divide them in pairs (those who are sitting side by side) to practice it. After that make further pairs (one student from in front of the class and another one from end) to practice the conversation aloud. Help them if they couldn't make the conversation.

Step four

- **Listening:** Let your students to read the table in page 43 of the book not the information. Then read the information aloud and ask the students to put the steps on the table in order. Don't translate it in Pashto or Dari, translation in Pashto or Dari should be at last resort and then only to translate words, not patterns.
- Ask the students individually to read the steps in order. If he/ she fails to make the story in order ask other student to read it in correct order.
- Ask a few students to read the information aloud.

Step five

- **Speaking:** Write the title of speaking on the blackboard **(Think that there is a volleyball tournament between school's students. And you have a match with another school "What will happen if you win/ lose the match?").**
- Divide your students in groups of six to eight and ask them to talk about the title written on the blackboard.
- After they have discussed in groups ask them individually to talk about it aloud and let other students ask him/ her questions.

Step six

- **Grammar:** Write on the blackboard **"What would you do if you became a famous teacher?",** then ask your students to write seven sentences about it in their notebooks.
- Ask the students individually to come in front of the class and write a sentence in second conditional on the blackboard and read it aloud. If he/ she make mistake ask another student to correct it.
- Give the students time to read the list in page 43 of the book. Ask them to write a sentence for each of them that they can do in their holidays.
- Ask the students individually to come in front of the class and write one sentence on the blackboard. If he/ she make mistake ask other student to come and correct it.

Step seven

- **Vocabulary:** Vocabulary is a useful resource for students who want to understand the function of a word according to parts of the speech. Vocabulary shows what a word function is? Is it a verb? Or is it a noun?
- Read the vocabulary aloud and ask your students to repeat them after you. Then give them time to read the words if the students don't understand the meaning of any words try to say it by making some sentences or demonstration, miming, acting etc. Instruct your students to write the vocabulary in their notebooks with their meanings and make sentences for each word in the vocabulary.

Step eight

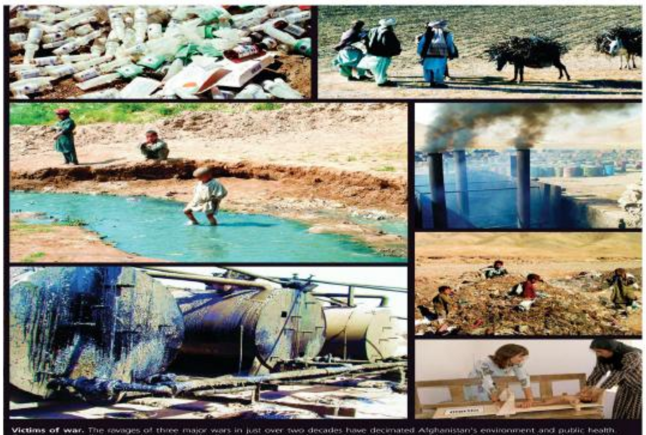
- **Homework:** Divide your students in pairs and choose two or three pairs to complete the conversation in page 42 and memorize it by heart.

Unit 5

Environment

In this unit you will learn

- state solution to problems.
- direct others to do things.
- listen to dangerous facts about the environment.
- read about cigarettes and smoking.



Victims of war. The ravages of three major wars in just over two decades have decimated Afghanistan's environment and public health. Common postconflict scenes show industrial pollution, environmental contamination by human and medical wastes, agriculture devastated by drought, and the maladies that arise from malnutrition and poverty.

Unit five
Lesson one

Objectives of the unit:
- state solution to problems.
- direct other to do things.
- listen to dangerous facts about the environment.
- read about cigarettes and smoking.

Objectives of the lesson:
- Students should be able to recognize the harms of pollution.
- Students should be able to know the infinitive (verbal nouns).

Pages: 46 and 47
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and ask pairs for their homework to come and practice it which was their homework.

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can define conditional sentences and illustrate them in examples.
  2. What do major and grow up mean?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask them the following questions.
  1. Write a sentence on the blackboard, and then ask them. Who can tell us the grammatical structure of this sentence?
     a. I promised Ahmad to help him in his lessons.
  2. Have you heard anything about pollution in the world?
  3. Is that possible for us control pollution?

Step three
- **Discussion:** Ask your students to look at page 46 of the book. Hold up your book and ask the students; what do they see in the pictures. Then write the questions on the blackboard and read them aloud.
- Ask the students to read the questions and think about them. Then ask them individually to talk about pollution and suggest the ways of controlling it. Let other students ask questions and give suggestions and opinions.

Step four

- **Conversation:** Get the students to look at page 46 of the book and look at the conversation between student and teacher. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen their pronunciation, acting and reading in English.
- Let the students to think about the question in part B of page 46 of the student book. Ask the students to discuss the problem and talk about ways and methods that help us save our planet. A student may suggest a way to control pollution and others to ask him/ her questions and give opinions.

Step five

- **Grammar:** What is infinitive? The basic form of a verb that usually follows 'to' is called infinitive. Or Infinitive is the verbal noun. Infinitive can function as subject, object and object of prepositions.
  - **b. As a subject:**
    To find fault of someone is easy.
    To err is human or to make a mistake is human.
  - **c. As an object:**
    He likes to play tennis.
    She wants to help me.
  - **d. As an object of preposition:**
    He has no choice but to help.
    The speaker is about to begin.
  - **e. As an object complement:**
    I saw him to go.
    I saw them to read.
- Write the definition of infinitive on the blackboard and illustrate it in examples. Ask the students to write the definition and examples in their notebooks. Then ask the students to make sentences using different kinds of infinitives in them.
- Read the table of page 47 aloud and ask the students to listen carefully. Then ask a few students to read the table aloud.
- Give the students time to read the sentences in part A of page 47 silently and complete them with given words in their notebooks.
- Ask the students individually to come and write the sentences on the blackboard. If he/ she makes mistake let other students to correct it.
  Exercise solution:
  1. Hamid is going to play football in the park, because it not dusty.
  2. Scientists wanted to find way to keep the environment clean.
  3. We all decided to take care about the planet.
  4. What do you want to learn about how to keep the environment clean?
  5. Out teacher told us to read something about pollution.
  6. We all need to eat healthy food.
  7. To write the article about the pollution for the school paper took talent.
  8. To leave before the storm would be a smart idea.
- Divide the students in pairs to make sentences about their environment, and then tell them to come in front of the class and write the sentences on the blackboard.

Step six

- **Listening:** Ask your students to look at page 48 of the book. Read the text of listening aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Read the text again and ask the students to complete the table below with the name of kinds of pollution they heard in the text.
- Ask the students individually to name pollution they filled in the table. Then ask some of students individually to read the text aloud.

Step seven

- **Homework:** Tell your students to write a paragraph about how to control pollution.

Unit five
Lesson two

Objectives of the unit:
- state solution to problems.
- direct other to do things.
- listen to dangerous facts about the environment.
- read about cigarettes and smoking.

Objective of the lesson:
- Students should be able to recognize the harms of pollution.
- Students should be able to know the harms of smoking.

Pages: 48- 49 and 50
Period: (45) minutes.
-**Teaching method**: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in class and ask them if they have any problems.
- Ask them something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "How to control pollution." in front of the class.

Step two

- **Evaluation:** Evaluate your students by asking some questions, e.g.
  1. Who can say the main cause of pollution?
  2. Can anyone suggest some ways of controlling pollution for the school's environment?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them the following questions.
  1. Is there anyone among your family members who smokes cigarette?
  2. Is smoking dangerous for your health?
  3. Does smoking have any benefit?

Step three

- **Vocabulary:** Read the events of page 49 aloud and ask the students to listen carefully. Then divide them in pairs to read the events and match them with their results on the table.
- Write the six events on the blackboard. Ask the students individually to come and write their results beside them. If he/ she makes mistake, let another one to correct it. If there was no one to correct it, correct it yourself.
- Read the questionnaire in page 49 aloud and ask the students to listen carefully. Then let the students to read the questionnaire silently and mark the boxes beside them. Then ask them individually to read the sentences and say their opinions about it.
- Ask the students to read the questionnaire again and collect the number of never, usually and always in their notebooks. Then ask them to compare the numbers with

sentences given in part C of page 49 of the book. After that let them to compare their questionnaire with their partners.

Step four

- **Reading:** Before you read the text about Cigarettes and smoking, ask the questions giving in Reading part of page 50 of the book. Then read the paragraph aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask a few students to read the story aloud. Then ask them to read it again silently and find and tell the main idea of it to his/ her partner. After that ask a few students to say the main idea of the story aloud and say its message for the students.
- Before dividing students in groups, first ask them to say their opinions about smoking and place of smoking. Then divide them in groups of four to six and ask them to read the given opinions in the table of page 50 silently and mark the correct opinion. After that ask them individually to read the table and say their opinion whether the place is good for smoking or not. Why?

Step five:

- **Homework:** Tell your students to write a paragraph about "how to help people quit smoking".

Unit five
Lesson three

Objectives of the unit:

- state solution to problems.
- direct other to do things.
- listen to dangerous facts about the environment.
- read about cigarettes and smoking.

Objectives of the lesson:

- Students should be able to recognize the harms of pollution.
- Students should be able to know the infinitive (verbal nouns).

Pages: 51- 52
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask your students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "How to help people quit smoking" in front of the class

Step two

- **Evaluation:** Evaluate your students by asking some questions, e.g.
  1. Who can say the harms of smoking?
  2. How can we persuade people to quit smoking?

- **Brainstorming:** In order to make the students concentrate on their lesson, ask them the following questions.
  1. Do you allow anyone littering garbage in the environment?
  2. How can we keep our environment clean and net?
  3. What is the responsibility of human in the earth?

Step three

- **Conversation:** Get your students to look at page 52 of the book and look at the conversation between son and father. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen their pronunciation, acting and reading in English.
- Let the students to think about the question in part B of page 52. Ask the students to say their opinions and let others to ask him/ her questions and give opinions.

Step four

- **Grammar: We frequently use object between the verb and the infinitive. The structure can be verb + object + to + base verb.**
  Example: We expected Friba to be on time. Would you like me to go now?
  He doesn't want anybody to know. Do you want me to come with you?
  Can you remind me to call you tomorrow? Who taught you to drive?
- Once again explain infinitive to your students and say we can use frequently object between verb and infinitive and write the structure given above. Write some example and explain and analyze them clearly to the students. E.g. I got someone to repair the couch.
  Analyze: I got someone to repair the couch.
  Subject + verb +object + infinitive + complement
- Read the sentences in the table aloud and ask the students to make some more sentences. Then ask them to read the sentences in part A of page 52 silently to complete them with correct form of given verbs.
- After they finished reading, ask them individually to read the sentences aloud. If he/she makes any mistake, let other students to read and correct the sentence.
- Divide the students to discuss about kinds of pollution they can find in their environment and cities. Then make further pairs, one should mention pollution and other one should solve it or suggest the ways of solutions.

Step five

- **Writing:** Ask your students to look at page 52 of the book. Hold up your book and ask your students; what do they see in the page? Then ask them to complete the web with the main parts of their school. Write this question on the blackboard, "What would happen to the school if the above parts were dirty?"
- Ask the students to answer the questions in their notebooks. Then ask them individually to answer the questions orally.
- Write this question on the blackboard "What can we do to keep our school clean?" then asks them to write the ways of keeping our school clean in their notebooks. After that ask them individually to read their notes, and let other students to ask him questions or give opinion accordingly.

Step six

- **Homework:** Ask your students to write a paragraph about how "How can we keep our environment clean?"

Unit five
Lesson four

Objectives of the unit:

- state solution to problems.
- direct other to do things.
- listen to dangerous facts about the environment.
- read about cigarettes and smoking.

Objective of the lesson:

- Students should be able to recognize Diphthong (oy/ io).

Pages: 53- 54
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "How can we keep our environment clean?"

Step two

- **Evaluation:** evaluate your students by asking some questions, e.g.
    1. How does smoking harm people?
    2. How can we keep our school's environment clean?

- **Brainstorming:** In order to make students concentrate on their lesson, ask them the following questions.
    1. Write down the words boy, toy and toil on the blackboard and ask your students to pronounce them.
    2. Who can define infinitive and give some examples?

Step three:

- **Phonic: Diphthong: The combination of two vowel sounds (letters) is called Diphthong. Example: doubt, coil and etc.**
- Write the title of the lesson on the blackboard (diphthong). Then write the definition of diphthong with more examples on the blackboard and ask the students to write them in their notebooks and memorize it.
- Ask the students to look at page 53 of the book. Then read the words of part A page 53 of the book aloud and pronounce them correctly and ask students to repeat them after you. After that asks a few students to read and pronounce the words aloud.
- Hold up the book and ask the students to look at part B of page 53 and ask them what do they see in each picture and name them. Afterwards read and pronounce the words aloud and ask the students to repeat them after you.
- Ask the students to look at the pictures in part A of page 53 again. Read the words again and ask the students to circle the letters under the picture which stands for the

vowel sound. After that ask the students individually to say the vowel letters they have circled.

- Let the students to read the words beside the pictures in part C of page 53 and circle the words that stand for the picture's name. Then ask them individually to say which word indicates the picture's name.
- Let your students to read the sentences in part D of page 53 silently to circle the words that stand for diphthong sounds. Then ask them individually to read the sentences aloud and say which word stands for the diphthong sound.

Step four:

- **Grammar summary:** Ask a few students in the class to define infinitive. Then write some sentences on the blackboard and ask the students to explain the function of infinitive in each sentence.
  a. To meet the worlds famous football player is my great wish.
  b. He likes to play volleyball.
  c. The conference is about to begin.
- Ask your students to look at page 54 of the book. Then read the sentences on the table aloud. After that ask a few students to read them.
- Ask the students to read the sentences in part A of page 54, and tick the sentences which have only infinitive and underline the sentences which have infinitive, and object + verb. Then ask the students individually to read the sentences aloud and say whether the sentence has only infinitive or verb + object + infinitive.

Step five

- **Speaking:** Write down the title of speaking on the blackboard (As a student, what should you do to save your school?) then divide the students in groups of four to discuss about the school's problems and find solution for each one. After that ask each group to choose a representative to talk about it. Let other students to ask questions about problems and give opinion.

Step six

- **Homework:** Ask your students to write a paragraph about their school's problems and suggest ways and solutions for them.

Unit five
Lesson five

Objectives of the unit:

- state solution to problems.
- direct other to do things.
- listen to dangerous facts about the environment.
- read about cigarettes and smoking.

Objectives of the lesson:

- Students should be able to improve their listening skill.
- Students should be able know the meaning of new words and use them in sentences.

Pages: 55- 56
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "School's problems and suggest solutions".

Step two

- **Evaluation:** Evaluate your students by asking some questions, e.g.
  1. Who can make sentences with verb + object + infinitive?
  2. Who can use infinitive as subject in a sentence?
  3. Who can use infinitive as object in a sentence?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them the following questions.
  1. Is there anyone to explain; how can we improve our listening skill?
  2. Who can tell us how can we improve our grammar skill?
  3. What would you feel if you lived in Germany?

Step three

- **Listening:** Ask your students to look at page 55 of the book. Read the letter aloud ask the students to listen carefully.
- Ask the students individually to talk about the impression of the writer from the city. How did he feel when he was living there? Then read the letter again aloud and ask the students to listen carefully to the letters and find the answers of the given questions in part B of page 55. After that ask a few students to answer the questions, and ask a few others to read the letter aloud.
- Ask the students to write a letter about "What would they feel if they lived in Kunduz". Then ask them individually to read their letters aloud and let other students to ask them questions.

Step four

- **Vocabulary list:** Vocabulary is a useful resource for students who want to understand the function of a word according to the parts of speech. What a word function is? Is it a verb? Or is it a noun?
- Read the vocabulary list aloud and ask the students to repeat it after you. Then give them time to read the words one by one, if the students don't understand the meaning of any word, try to explain the words by using them in sentences or by showing, demonstration, miming and acting etc. Instructs students to write the vocabulary in their notebooks with their meanings and make sentences about each word.

Step five

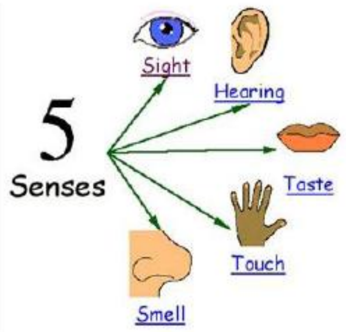
- **Homework:** Ask your students to write a letter to one of their family members describing their feeling and impressions about the city/village they are living in.

Unit 6

The Senses

In this unit you will learn

- express your feelings and opinions.
- talk about sign language.
- read about senses.
- listen to poem about senses.
- write about a special person.



Unit six
Lesson one

Objectives of the unit:
In this unit students will learn to:
- express your feelings and opinions.
- talk about sign language.
- read about senses.
- listen to poem about senses.
- write about a special person.

Objective of the lesson:
- Students should be able to recognize Stative verbs and use them in sentences correctly.

Pages: 57- 58 and 59
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask your students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "Impressions of the students about the city/ village where they are living".

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can make sentences with dump, nicotine, poison and attractive?
  2. Who can spell cigarette, factory, combine and dangerous?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask them questions.
  1. Who can name the five senses?
  2. Who can explain the sense that helps us to recognize the hardness of something?
  3. Are the five senses vital in our life?

Step three
- **Discussion:** Ask your students to look at page 58 of the book. Hold up your copy, point to the pictures on discussion part in page 58 and ask: "What are the people in the pictures doing?" Call each student by name and elicit information about the pictures. Encourage the students to illustrate the purposes of the pictures.
- Write the three questions of discussion in page 58 on the blackboard and ask the students to express their opinion about each picture. Then ask them to think about the third question and point out two things that the five senses help us in our life.

- Write the five senses on the blackboard with a little distance. And ask the students individually to come and write the two things they have thought under the related sense.

Step four

- **Conversation:** Get the students to look at page 58 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen their pronunciation, acting and reading of English.
- Let the students to think about the questions in part B and C of page 58. Ask students to say their opinion and let the other students to ask them questions.

Step five

- **Grammar:** Before explaining Stative Verbs (Intransitive Verbs) you have to describe verb to the students and give them different examples. **For example: I am watching TV. They are students. The birds look beautiful.** Then you have to describe Transitive and intransitive verbs.
- **Transitive Verb:** A transitive verb is a verb that denotes an action which passes over from the doer or subject of an object. **For example: The boy kicked the ball.** In this example the action denoted by the verb 'kicked' passes over from the doer of subject 'boy' to the object ball.

  An Intransitive verb: An intransitive verb is a verb that denotes an action which doesn't pass over to an object, or which expresses a state or being.

  Example: He laughed loudly. In above sentence the action denoted by the verb 'laughed' stop with the doer or subject 'he' and does not passes over to an object. **Or He slept late last night.** The verb slept denoted the state.
- Write the definition of Stative (Intransitive) verb with the variety clear examples on the blackboard and ask the students to write them in their notebooks. Then ask some of the students to make sentences with Stative (intransitive) verbs.
- Read the sentences in the table of grammar part in page 59 aloud. Then ask the students to read the sentences individually.
- Ask the students to read the sentences in part A and match them with the sentence in column B and complete the sentences of column B with a Stative verb. For example: I like your new dress. (Number 3 from column B is matched with this sentence), and then complete the sentence. 'It looks good on you'. After that ask the students individually to read the sentences aloud. If a student fails to point out the correct sentence let him to find out the correct sentence from the sentence of other students.

  Exercise solution:

A	B
1. I like your new dress.	☐ They <u>tasted</u> awful.
2. I didn't like the sandwiches.	☐ It <u>seems</u> so soft.
3. I prefer this new air freshener.	☐ It <u>looks</u> good on you.
4. I love this bedcover.	☐ It <u>looks</u> like fun.
5. I enjoy walking in the rain.	☐ The room <u>looks</u> really nice.

- Divide your students in pairs and tell them to write five more statements like the ones above to express their feeling. When they finished writing tell them to share their sentences with their partners.

<u>Step six</u>

- **Listening:** Ask the students to look at page 59 of the book. Read the poem aloud and ask the students to listen to it carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns. Then ask some of the students to read the poem aloud.
- Give the students time to read the poem again silently. Ask them to find two things they can see, three things they can smell, one thing they can hear and two things they can touch. Then ask a few of them to come in front of the class and write them on the blackboard. If anyone fails, let another once to correct it.

  Exercise solution:

  1. Two things you can see: flowers and buds.
  2. Three things you can smell: rain, blossoms and buds.
  3. One thing you can hear: songs of the birds.
  4. Two things you can touch: flowers and strawberries.

<u>Step seven</u>

- **Homework:** Ask your students to write a paragraph about spring.

Unit six
Lesson two

Objectives of the unit:
In this unit students will learn:
- to express your feelings and opinions.
- talk about sign language.
- read about senses.
- listen to poem about senses.
- write about a special person.

Objectives of the lesson:
- Students should be able to recognize the five senses.
- Students should be able to write a paragraph about importance of senses.

Pages: 60- 61
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

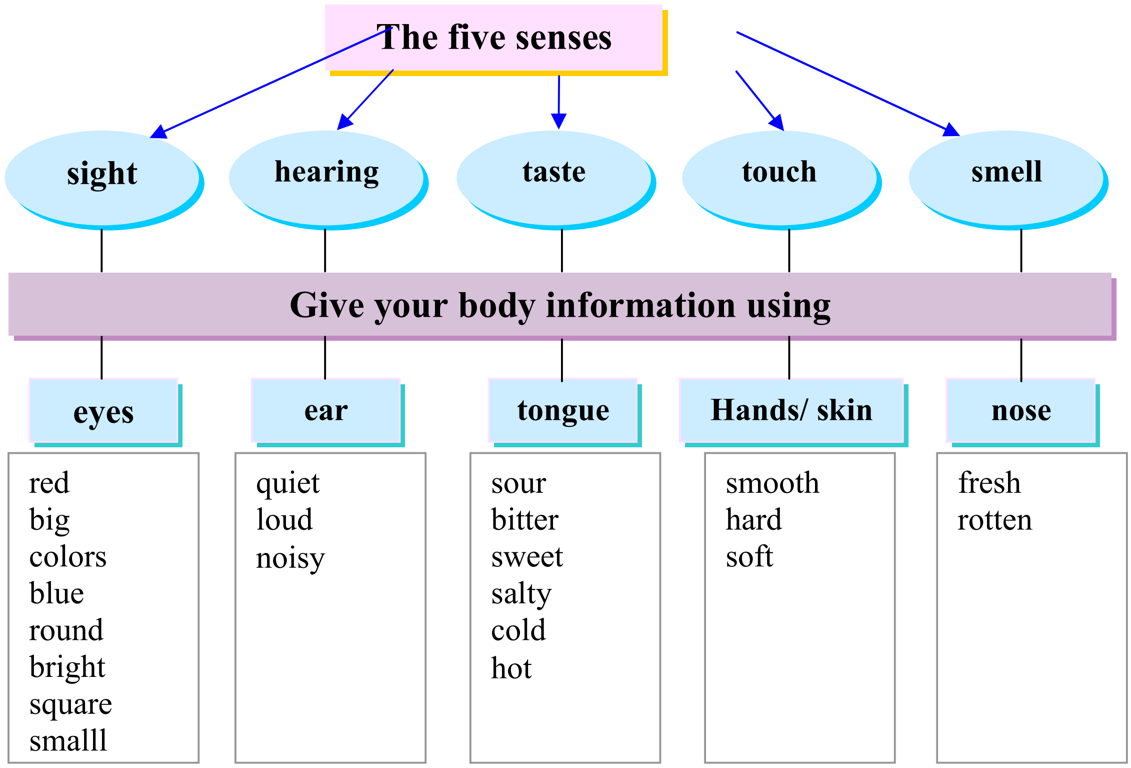
Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask your students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "spring".

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can make sentences with Stative (intransitive) verbs?
  2. What is the difference between transitive and intransitive verb?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who can name the five sense organs?
  2. What is the job of eyes?

Step three
- **Vocabulary:** Before starting completing the graphic, ask the students orally to name the five senses. Then Draw the graphic on the blackboard and ask the students to complete the first two of the graphic in their notebooks. Then ask them individually to come in front of the class and complete the graphic on the blackboard. If he fails ask another student to correct his/ her mistake.
- Ask the students to read the adjectives given in part B of page 60 silently. Then ask them to write each adjective in the column given under each sense. First ask them to complete the columns in their notebooks, then ask them individually to come in front of the class and complete the graphic drawn on the table. If he/ she fails let other

student to correct it. Don't discourage the students who fail to write the adjective under correct sense, instead encourage them to study and improve their knowledge.



Step four

- **Reading:** Before starting reading section in page 61 of the book. You should ask your students to complete the first table in page 61 in their notebooks. Then ask a few students to talk what do they know about senses.
- Ask the students to look at page 61 of the book. Read the text aloud and ask the students to listen carefully. Then ask a few students to read the text aloud.
- Ask the students to read the underline words in the passage then read the words of part C of page 61 and match them with their meaning in the table. Then ask them individually to say the words and its meaning.
- Ask the students to read sentences in part D of page 61 and then read the paragraph again and find the correct paragraph number and write it in the table next to the idea that belongs to it.
- Ask the students to complete the third column in table of part A in 61. Then ask a few students to say the main idea of the passage.

Step five

- **Homework:** Tell your students to write a paragraph about "The importance of senses".

Unit six
Lesson three

Objectives of the unit:
In this unit students will learn:
- to express your feelings and opinions.
- talk about sign language.
- read about senses.
- listen to poem about senses.
- write about a special person.

Objectives of the lesson:
- Students should be able to recognize present perfect tense and use it in their daily speaking.
- Students should be able to write a paragraph a handicap person.

Pages: 62- 63
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about “The importance of senses”.

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Why senses are important?
  2. Who can name the five senses?
  3. How can we recognize the hardness and softness of an object?

- **Brainstorming**: In order to make students concentrate on their lesson, ask a few questions.
  1. How do you speak with dumb?
  2. How do you behave dumb when you face him/ her?

Step three
- **Conversation:** Get the students to look at page 62 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.

- Let the students to think about the question in part B of page 62. Ask a few students to express their opinions and let other students to ask them questions.

<u>Step four</u>

- **Grammar:** Students have studied and learned simple present, simple past, present continuous and past continuous tenses in their previous lessons. Once again describe them simple past tense and write examples on the blackboard. For example: **I went to museum yesterday.** It means that the action started and finished in a particular time in the past. Then write some examples in present perfect and explain its differences with simple past. **For example: I have been in Kabul. Have you ever met president?**
  1. **Present perfect tense:** Present perfect tense indicates completed activities in the immediate past (with just). **For example: He has just gone out. The film has just finished. I have just eaten my lunch.**
  2. Present perfect tense also expresses past action whose time is not given and not definite. For example: **I have never seen him angry. I have been to Japan.**
  3. Present perfect also denotes an action beginning at some time in the past and continuing up to present moment (often introduced with since and for).
     For example: They have lived in Baghlan since 1988. We have known each other for two years. He has worked hard since last week. She hasn't come to school for several days.
     Present perfect tense structure:
     Positive: Subject + have/ has + 3rd form of the verb + complement
     Negative: subject + have/ has + not + 3rd form of the verb + complement
     Question: Have/has + subject + 3rd form of the verb + complement
- Write the definition of present perfect tense on the blackboard with clear and different examples. Ask the students to write definition of the tenses and their examples in their notebooks. Then ask the students to make sentences in present perfect tense.
- Ask the students to look at page 62 of the book. Read the table of grammar aloud and ask the students to listen carefully. Then ask some of the students to read the table aloud.
- Give the students time to read the paragraph of part A on page 62 silently and complete them with given words in their notebooks.
- Ask students individually to read paragraph aloud. If he/ she fails to say the correct verb form, let him/ her to find out the correct verb from the sentences of other students.

  Exercise solution:

  I <u>have started</u> a new course on sign language. My brother told me about it. The instructor <u>has taught</u> us some of the alphabets. There is a special hand movement for each letter of the alphabet. We <u>haven't taken</u> all the letters yet. But I can form a few words using the letters I <u>have learned</u>. I <u>have done</u> well so far. I never thought that learning sign language would be so interesting.
- Write down some sentences of the blackboard and ask the students whether the sentences are correct or not. **For example: I have just eat lunch. I plays tennis yesterday.**

Step five

- **Writing and homework:** Tell your students that writing section in page 63 is their homework. Ask them to think about a person who has lost one of his senses. Tell them to answer the question given in the writing part for write a short paragraph.

Unit six
Lesson four

Objectives of the unit:
In this unit students will learn:
- to express your feelings and opinions.
- talk about sign language.
- read about senses.
- listen to poem about senses.
- write about a special person.

Objectives of the lesson:
- Students should be able to recognize and pronounce er, ir, ur, ear and wor sounds.
- Students should be able to recognize present perfect tense and use it in their daily speaking.

Pages: 64- 65
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask your students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about “The person who has lost one of his/ her senses”.

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can define present perfect tense?
  2. Who can tell us the difference between simple past tense with present perfect tense?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. How do you pronounce nerve, serve and term?
  2. Who can define Stative (Intransitive verb)?
  3. Who can say the difference between transitive with intransitive verb?

Step three
- **Phonic:** Ask the students to look at page 64 of the book. Then read the words in part A page 64 of the book aloud and pronounce them correctly by demonstrating of your lips and tongue. Ask the students to repeat them after you. After that ask a few students to read and pronounce the words aloud.
- Hold up the book and ask the students to look in part B of page 64 and ask them what do they see in each picture and name them. After that read and pronounce the words aloud and ask the students to repeat them after you.

- Ask your students to look at the pictures in part B of page 64 again. Read the words again and ask the students to circle the letters under the picture which stands for the letters sound. After that ask the students individually to read the letters they have circled.
- Let the students to read the words beside the pictures in part C of page 64 and circle the words that stand for the picture's name, then ask them individually to state what word indicate the picture's name.

Step four

- **Grammar summary:** Ask some of the students to come in front of the class and define Stative verb and write examples on the blackboard. Then ask other students to come and show Stative verbs in written sentences on the blackboard. Then ask some of other students to come in front of the class and define present perfect tense and give example.
- Ask the students to look at page 65 of the book. Read the sentences in the tables of aloud and ask the students to listen to them carefully. Then ask some of the students to read the sentences aloud.
- Give the students time to read the conversation in part A of page 65 of the book. Ask them to complete the conversation with correct form of the verb in present perfect tense or simple past tense.
- Ask the students individually to read a sentence of the conversation. Don't correct them for their mistakes if the students make them, them find out the correct verbs from the sentences of other students. Then divide students in pairs to practice the conversation.

  Exercise solution:

  A: Excuse me sir. We are doing a survey. Could I ask you a few questions?
  B: Sure. Go ahead.
  A: Have you ever visited the orphanage?
  B: Yes, I have been there once.
  A: Why did you go there?
  B: I wanted to visit a relative.
  A: How did you feel about the children?
  B: I really respected them for coping with their problems. How about you sir, have you visited any of these centers.
  A: No, but my daughter has.
  B: Really?
  A: Yes, she has volunteered to work at a center.
  B: Great, would you gentlemen be interested in helping out with the children if you had the chance?
  A: We sure would.

Step five

- **Speaking:** Write the title of speaking on the blackboard (Pretend that you are going to sightseeing) (Tell your partner "Do you like going to sightseeing?"). Divide the students in pairs to talk about the title to each other. Then ask the students individually to talk about his/ her sightseeing. Let other students to ask him/ her questions.

Step six

- **Homework:** Give your students homework to write a paragraph about their recent sightseeing and be careful to tell them to use present perfect and simple past tenses in writing the paragraph.

Unit six
Lesson five

Objectives of the unit:
In this unit students will learn:

- to express your feelings and opinions.
- talk about sign language.
- read about senses.
- listen to poem about senses.
- write about a special person.

Objectives of the lesson:

- Students should be able to recognize and pronounce er, ir, ur, ear and wor sounds.
- Students should be able to recognize present perfect tense and use it in their daily speaking.

Pages: 66- 67
Period: (45) minutes.
-**Teaching method**: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask your students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "their recent sightseeing".

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can write the structure of present perfect and simple past tense?
  2. Who can pronounce the words turkey, skirt and dirty?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask them a few questions.
  1. How do the senses help us?
  2. What is the duty of eyes?
  3. Who can tell us how can we improve our grammar skill?

Step three

- **Listening:** Ask your students to look at page 66 of the book. Read the paragraph aloud and ask the students to listen carefully. Then read the paragraph again and ask the students to match the given words under the paragraph with their synonyms. After that ask some of the students to come in front of the class and write the words with their synonyms on the blackboard. If anyone fails to write the correct synonyms, ask other one to correct them.
- Now the students have gotten much knowledge about senses. Ask them individually to come in front of the class and describe a sense. While he/ she is talking, ask other

students to complete the table with his/ her description. Then ask some of the students to read the table they have completed.

Step four

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step five

- **Homework:** Ask your students to write down the vocabulary list in their notebooks and make sentences for each of them.

Unit 7

Friendship

In this unit you will learn to:

- talk about friendship.
- talk about how long you have known your friends.
- listen to a conversation about qualities in a friendship.
- read about an experience between



68

Unit seven
Lesson one

Objectives of the unit:
In this unit students will learn to:
- talk about friendship.
- talk about how long you have known your friends.
- listen to a conversation about qualities in friendship.
- read about an experience between two friends

Objectives of the lesson:
- Students should be able to use present perfect tense in their daily speaking.
- Students should be able to recognize what friendship is.

Pages: 68- 69 and 70
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework explaining how they have used the vocabulary in sentences.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can define Stative verb?
  2. Who can use the words detection, pressure and hurt in sentences?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who can say the qualification of good friend?
  2. Who is your best friend?
  3. Who can tell us, how to choose a friend?

Step three

- **Discussion:** Ask the students to look at page 69 of the book. Hold up the book and ask students what they see in the picture. Ask them what these words kind, helpful, honest, caring, respectful, dependable, easy to talk and thoughtful means.
- Write the two questions from the discussion of page 69 on the blackboard. Ask the students to think about each of them. Ask some of the students to answer the questions and give their opinions about friendship. Let other students ask them questions.

Step four

- **Conversation:** Get the students to look at page 69 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Write down the sentence in part B of page 69 on the blackboard. Read the sentence aloud and ask the students to give opinions. Let other students to ask them questions and give their opinion.

Step five

- **Grammar:** Before you start reading of the table, ask some of the students about definition and examples of present perfect assertive. Write the sentences as students says in assertive on the blackboard and ask some other students if any of them can change them to questions. Then write down the structures of interrogative on the blackboard and write some sentences according to the structure or change the sentences you have already written on the blackboard.

  Structures

WH question: WH + Have/ Has + subject + 3rd verb (past participle) + complement

Yes/ No question: Have/ Has + subject + 3rd verb (past participle) + complement

- Ask the students to look at page 70 of the book. Read the sentences on the table aloud and ask the students to listen carefully. Then ask them to read the sentences aloud.
- Before going to the part A of page 70, first say some assertive sentences and ask some of the students to change them to questions. Then ask the students to study part A of page 70 and write question from them and answer them about themselves.

  Exercise solution:

  1. Have you helped a friend in trouble?
  2. Have you lent a friend a valuable thing?
  3. Have you known helpful friend?
  4. Have you prevented a friend from doing something bad?
  5. Have you fought with a friend?
- Divide the students in pairs to ask and answer questions part A and B of page 70. For example: one students make a questions (Have you ever helped a friend in trouble?) second student answers (Yes, I have. No, I haven't.).

Step six

- **Listening:** Read the text of listening part of page 70 aloud, and ask the students to listen carefully. Then read the text again and ask student to write the qualities of best friend in their notebooks. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask the students individually to read the qualities of best friend they have written in their notebook. Then ask some of the students to say the main idea of the text. After that ask some other students to read the text aloud.
- Ask students to read the qualities of best friend they have written in their notebooks. Then ask them to choose the best quality of friendship and say why it is the best quality. Let other students to give opinions and ask them questions.

Step seven

- **Homework:** Ask your students to write a paragraph about their best friend.

Unit seven
Lesson two

Objectives of the unit:
In this unit students will learn to:
- talk about friendship.
- talk about how long you have known your friends.
- listen to a conversation about qualities in friendship.
- read about an experience between two friends

Objectives of the lesson:
- Students should be able to know the meaning of new words.
- Students should be able to recognize what friendship is.

Pages: 71- 72
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about their best friends.

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. What are the rules of changing assertive sentences to interrogative sentences in present perfect?
  2. Who can change these positive sentences to interrogative sentences?
  i. She has been in Gardiz.
  ii. I haven't seen him for a long time.
  iii. They haven't met the new teacher yet.

- **Brainstorming**: In order to make students concentrate on their lesson, ask a few questions.
  1. How does friendship break?
  2. How do you define friendship?

Step three
- **Vocabulary:** Ask your students to look at page 71 of the book. Ask them to discuss about the meaning of the following words given in part A of page 71. If they fail to find the meaning of the words by discussion ask them to find their meaning from dictionary. Then ask them individually to come in front of the class and write the meaning of the words on the blackboard and make sentences.
- Ask the students to read the words in part A of page 71 again silently. While they read the words ask them to write them on the related column in part B of page 71.

Exercise solution:

Pleasant	Unpleasant
Happy	Neglected
Supported	Embarrassed
Safe	Angry
Comfortable	Jealous
	Worried
	Hurt

- Write the words pleasant and unpleasant on the blackboard and ask students individually to come and write the words under the related part in the blackboard.
- Write the title on the blackboard (What you feel when you think of:) and ask the students to think about the table given in part C of page 71 of the book and complete it under the given title on the blackboard.
- Divide the students in groups of four. Ask them to share their ideas to see what other students think. Then ask students individually to explain their idea and talk about their feelings. Let other students to ask them questions and given opinions.

<u>**Step four**</u>

- **Reading:** Before reading the story. Write the sentence (Think of some negative feelings that may damage a relationship.) on the blackboard and ask student individually to talk about it.
- Ask the students to look at page 72 of the book. Read the paragraph aloud and ask students to listen carefully. After that ask some of the students to read the paragraph aloud. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask the students to read the story again to circle the best meaning for the given words of part B of page 72. After circling the words, ask each student what the words means. If anyone fails to say the correct meaning, let him/ her to find out the correct meaning from the sentences of other students.
- Let the student to read the words given in part C of page 72 and arrange them according to the events in the story. Then ask them individually again to come in front of the class and write the words on the blackboard and make one sentence for it.
- Read part D of page 72 aloud and ask the students individually to discuss about it.

<u>**Step five**</u>

- **Homework:** Ask your students to write a paragraph about the importance of having good friends.

Unit seven
Lesson three

Objectives of the unit:
In this unit students will learn to:

- talk about friendship.
- talk about how long you have known your friends.
- listen to a conversation about qualities in friendship.
- read about an experience between two friends

Objectives of the lesson:

- Students should be able to use present perfect tense with since and for in their daily speaking.
- Students should be able to write a paragraph about their best friends.

Pages: 73- 74
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about importance of having good friends.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Why did Khalid become jealous?
  2. How can we keep our friendship everlasting?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who can use since in a sentence of present perfect tense?
  2. Who is your best friend? What does he like?

Step three

- **Conversation:** Get the students to look at page 73 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.

- Write down the sentence in part B of page 73 on the blackboard. Read the sentence aloud and ask students to give opinions. Let other students to ask him/ her questions and give their opinion.

Step four

- **Grammar:** Before reading the table. Write down some sentences on the blackboard.
  For example: I have lived in Kunar since 1980. (Since is used to show the starting time of an action)
  I have lived in Kunar for 18 years. (For is used to show the length or duration of an action).
- Ask some of the students to make sentences with since and for. Then ask the students to look at page 73 of the book. Read the sentences on the table aloud and ask the students to listen carefully.
- Ask some of the students to read the sentences on the table of page 73 aloud. Then ask some of them to come in front of the class and write sentences in present perfect with since and for on the blackboard. After that ask some other students to change them to interrogative sentences.
- Ask the students to read the sentences of part A of page 73 silently and complete them with since and for. Then ask them individually to read the sentences. If anyone fails, ask another student to correct it.
  Exercise solution:
  1. I haven't seen Khalid since he left school.
  2. We haven't seen each other for a year.
  3. They have been here for three hours.
  4. My friend has been here since 10:30 a.m.
- Ask the students to read the sentences of part B of page 73 silently and complete them with since, for and the correct form of the verbs given in brackets. Then ask them individually to read the sentences. If he/ she fails let other students to correct the sentence.
  Exercise solution:
  1. Ramin and I have known each other since 2000.
  2. He moved to Kandahar with his family last year. I have not seen him for ten years.
  3. Ramin is coming back today. In fact, I'm at the airport waiting for him. I have been waiting for two hours.
  4. The plane has taken off since 4:30 p.m. It's 5:00 p.m. now, but the plane hasn't arrived yet.
- Write the question on the blackboard (How long he/ she has done something?). Then divide the students in pairs to ask and answer questions. **For example:**
  Student A: How long have you studied this book?
  Student B: I have studied this book since nine o'clock in the morning.
  I have studied this book for twenty minutes.

Step five

- **Writing:** Before working on the web, ask the students the question of part A of page 74. Then ask students to answer the questions written on the web in their notebooks. Then ask each and every student the questions while he/ she will answer them.
- Ask the students to write a paragraph about their best friend. They can use the answers of par B in their paragraph. Then ask them individually to come in front of the class and read the paragraph they have just written.

Step six

- **Homework:** Ask the students to write a paragraph "How do you choose your friend?"

Unit seven
Lesson four

Objectives of the unit:
In this unit students will learn to:
- talk about friendship.
- talk about how long you have known your friends.
- listen to a conversation about qualities in friendship.
- read about an experience between two friends

Objectives of the lesson:
- Students should be able to recognize and pronounce the schwa's sound..

Pages: 75- 76 - 77 and 78
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "How do you choose your friends?"

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. What is the difference between since and for?
  2. What do since and for show?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. How do you pronounce about and moment?
  2. If you are asked to choose a friend from your classmates, who will you choose?

Step three
- **Phonic:** As it mentioned before that phonic is the study of sound and symbol in a language. Therefor it is important that the students recognize the sounds and pronounce the words correctly.
  Schwa: Schwa is a vowel sound (letter) in parts of words that are not stressed. Like, "o" in about and "e" in moment.
- Write the definition of Schwa on the blackboard with clear example. Ask the students to write the definition in their notebooks. Ask them if he/ she could give example of schwa.
- Ask the students to look at page 75 of the book. Read the words aloud and pronounce them accurately and correctly. Then ask some of the students to read and pronounce the words correctly.

- Ask the students to look at the pictures in part B of page 75. Read the words aloud and ask the students to repeat them after you. Then ask some of the students to read the words aloud.
- Read the words in part B of page 75 again. Ask the students to listen carefully and circle the letter that stands for schwa sounds while you are reading the words. Then ask them individually to say the letter they have circled for schwa's sound.
- Ask the students to look at the pictures in part B of page 75. Read the words aloud and ask the students to circle the letters that stand for schwa's sound. Then ask the students to read the words aloud and say which letter stands for schwa's sound. If anyone fails to say the correct letter, let him/ her to find the correct letter from the words of other students.

Step four

- **Grammar summary:** Before you read page 76 of the book, write some assertive sentences on the blackboard and ask the students to change them into interrogative and negative sentences.
- Ask the students to look at page 76 of the book. Read the sentences aloud and ask the students to listen carefully. Then ask some of the students to read the sentences aloud. Then write the subject pronouns on the blackboard and ask the students individually to come in front of the class and write one sentences in present perfect tense on the blackboard.
- Draw the web of page 76 on the blackboard. Ask the students to complete the web with adjective that describes his/ her best friend's qualities in their notebooks. Then ask them to use the adjectives they have just used in the web to write sentences.
- Divide the students in pairs to ask and answer questions about their friends.

For example: Student A: What is your friend like?
Student B: He is an intelligent boy/ girl.

Step five

- **Speaking:** Ask the students to look at page 77 of the book. Write on the blackboard (Pretend you want to find some new friends). Ask them to look at the pictures of part A carefully and choose two persons from the pictures they want to select as friend.
- When they chose the pictures divide them in small groups (four or six) to discuss why they have chosen them as friends. Then ask the students individually to talk about them and give reasons. Let other students to ask him/ her questions and give suggestions.

Step six

- **Reading:** Ask the students to look at page 75 of the book. Read the poem aloud and ask the students to listen carefully. Then ask them to read the poem silently and give it a title. Then ask them individually to read the poem aloud and say what title they have given to it.
- Tell the students that the poet has compared his friend to four things. Tell them to read the poem again silently and write the four things down in their notebooks. Then ask them individually to come in front of the class and write the four things on the blackboard. If anyone fails to write the correct things ask other students to come and write the correct thing on the blackboard.
- Ask your students to write a paragraph about their friends and compare him/ her with something they prefer. Then ask them individually to read the paragraph in their seats.

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different parts of speech such as; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Ask your students to write a poem like the one in Reading of page 77 of the book. Tell them to use new words and expressions.

Unit 8

Revision

Unit eight
Lesson one

Objective of the lesson:
- Students should be able to talk about friendship.

Pages: 79 - 80 and 81
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written a poem about "friend"

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. What is the definition of schwa?
  2. Who can tell an example of present perfect tense?

- **Brainstorming**: In order to make students concentrate on their lesson, ask a few questions.
  1. Do you know how to answer the riddle?
  2. Do you have any problem with your friend?

Step three
- **Vocabulary:** It is very useful for the students to play some games, puzzles or riddles, students will happily participate in these entertainments. Puzzle and riddles helps the students to improve their talent and vocabulary stock.
- Ask the students to look at page 80 of the book. Ask them to read the sentences and complete them with correct words from the riddle. Then ask them individually to read the sentences. If he/ she fails, let him find the correct words from the sentences of other students.
  Exercise solution:
  1. It is like a machine you put food in it and you teeth cut it up. The answer is mouth which is circle in the riddle for you.
  2. Air in, air out, it comes and goes through your <u>nose</u>.
  3. If you can't smell, you can't <u>test</u>.
  4. Soft, hard, hot or cold you can't tell without touching your <u>hands</u>.
  5. Once you close them, darkness will surround your <u>eyes</u>.
  6. Without your ears you just can't <u>hear</u>.

7. If you cover your eyes, you will not <u>see</u>.

m	k	t	b	s	a	v	m
o	l	r	n	o	s	e	e
u	t	a	s	t	e	h	m
t	q	t	h	a	n	d	s
h	s	e	y	e	s	c	p
f	u	n	b	h	e	a	r
g	w	p	x	l	s	e	e

Step four

- **Speaking:** Divide your students in group of 3 or 4 and ask them to list the name of problems in friendship. Then ask them to how you feel about these problems.
- When you write the problems than write the solutions for those problems. While writing on the blackboard, walk around the class and observe if they have any problem.
- At the end ask them to share their ideas with other groups.

Step five

- **Writing:** First ask the students a question "have you ever had a fight with your friend? Then listen to their answers and ask them to look at page 81 and think for a moment.
- Ask them to write a paragraph about a situation when you had a misunderstanding with a friend. Then individually make them come in front of the class and read their paragraph.

Step six

- **Homework:** Ask your students to write a paragraph about a bad situation which happened with their best friend in their childhood.

Unit eight
Lesson two

Objectives of the lesson:
- Students should be able to talk about friendship.
- Students should be able to use Simple past and present perfect tenses in their daily speaking.

Pages: 82 – 83 and 84
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written a poem about "a bad situation which happened with your best friend in your childhood"

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. What is the benefit of riddles in learning your lessons?
  2. When do we need our friends? In sorrow, grief or in happiness.

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. What is the earth surrounded by?
  2. What is an adverb?

Step three
- **Vocabulary:** Ask the students to look at page 82 of the book to read the sentences of vocabulary part on page 82 and complete them with suitable adjectives. Then ask them individually to read the sentences. If anyone is not able to use a suitable adjective, encourage him to find the adjectives from the sentences.
  Solution of the vocabulary:
  1. If my friends talk about me behind my back, I would feel angry.
  2. We always feel ashamed when our teachers tell us off in front of others.
  3. Her face often turns red when she gets happy.
  4. Fardin likes to meet new people and make friends. He is social.
  5. I always laugh when my friend is around. He is so cheerful.
  6. Before a test, I can't sleep. I feel uncomfortable.

Step four
- **Reading:** Read the story of page 41 aloud and ask the students to listen carefully. Don't translate it in Dari or Pashto. Translation in Pashto or Dari should be at last resort.

- Ask a few students to read the story aloud.
- Ask the students to read the text of page 82 again and try to find a word which has the same meaning as part B of page 82's blanks. And then compare their complete sentences with his/her partners.

  Solution of part B blank spaces:

  1. Paragraph 1: a poisonous gas found around the earth is UV rays of the sun.
  2. Paragraph 2: keeping from harm or danger
  3. Paragraph 3: making less
  4. Paragraph 4: causing damage

- Divide your students in pairs to practice part C of page 83, ask them to read the table and match the sentences in A to their sentences that have the same meaning in B. Then compare their matching sentences with other pairs and read it aloud.

<u>Step five</u>

- **Grammar:** Get the students to look at page 84 of the book. Read the words in the table aloud and then ask the students to read the words silently and put them in the correct column below the words.

  Exercise solution:

Used with Past Tense	Used with Present Perfect
Yesterday	Yet
Two days ago	Never
Never	Since morning
Last month	Already
In 2001	For a week

<u>Step five</u>

- **Homework:** Ask your students to write a paragraph about "The earth".

Unit eight
Lesson three

Objective of the lesson:

- Students should be able to talk and discuss about how to reduce pollution.

Pages: 85 – 86
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written a poem about "The earth"

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can define simple past tense and give examples?
  2. What is the difference between simple past and present perfect tenses?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. What is a friend like?
  2. Who can tell us how can we reduce pollution in our environment?

Step three

- **Reading:** Ask the students to look at page 85 of the book. Read the A part of reading aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns. Then ask some of the students to read it aloud, too. After that ask them if they can add some more sentences about friendship and write them on the blackboard.
- Ask the students to read the sentences in part B of page 85 silently and mark them true or false. Then ask some of the students to read the sentences aloud and correct the false sentence. If he/ she fails to correct the sentence ask another student to read the sentences and correct it
- Write the questions in part C of page 85 on the blackboard (How would you like your friend to be?) and ask your students to write the qualities of their friends in their notebook. Ask them to write the most important qualities first. Then ask them to compare their answer with their partners. After that ask them individually to come in front of the class and write one quality on the blackboard.

- Ask the students to read the sentences in part D of page 85 silently. Ask them to write the letter (Y) for themselves and (F) for their friends. Then ask them individually to read aloud and say which letter stand for it.

Step four

- **Language function:** Ask the students to look at page 86 of the book and complete the conversation. Then divide them in pairs to practice the conversation with their partner. After that make further pairs to practice the conversation aloud.
- Ask your students to read the sentences in part B of page 86 of the book and choose the correct response for each question. Then divide the students in pairs to ask and answer question. **For example: One students read the questions and the second students answer.** If anyone fails to answer correctly ask another student to answer it.

Exercise solution:

1. Have you ever used sign language? a. Have you? b. I have some. (c.) Yes, I have.	2. I love to watch the rain. (a.) It is so beautiful. b. It is noisy. c. We get very wet.
3. What can we do about land pollution? a. Pollution is a big problem. b. We plan to throw less garbage. (c.) Scientists promise to find solutions.	4. How long have you known your friend? a. I have two friends. (b.) Since 2001. c. Yesterday.

Step five

- **Speaking:** Write the title on the blackboard **(How to reduce the pollution from our environment?)**. Divide the students in groups of six to talk about the title written on the blackboard. Then ask them individually to talk about it and say the ways of solution. Let the other students ask him/ her questions and give opinions.

Step six

- **Homework:** Ask your students to write a paragraph about “Friend” by using the sentences and expressions of reading in page 95 of the book.

Unit eight
Lesson four

Objective of the lesson:

- Students should be able to give ideas and suggestions about pollution.
- Students should be able to learn and increase their vocabulary stock.

Pages: 87 – 88
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written a poem about "The earth"

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can suggest ways of reducing the pollution?
  2. When and where can we use since and for in present perfect?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. How many words do you memorize in a day?
  2. How do you improve your listening?

Step three

- **Listening:** Ask the students to look at page 87 of the book. Read the text aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask some of the students to read the text aloud. Then give time to think about it. After that ask them individually to explain their ideas and opinion about reducing the pollution.
- While the students are giving ideas and opinions ask the other students to write their ideas and opinions in their notebooks.
- Ask the students to read the ideas and opinions of their classmates and pick the one they agree with. Then ask them individually to read the ideas they have just picked and give reasons why it is correct and why they agree with it.

Step four

- **Grammar:** Ask the students to read the sentences in the grammar part of page 88 silently and underline the correct verbs given in brackets. Then ask them individually

to read the sentences. If anyone fails to say the correct verb, ask another one to read and say the correct verb.

Step five

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech such as; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step six

- **Homework:** Ask your students to write a paragraph about "Causes of pollution".

Unit 9

Inventions

In this unit you will learn how to:

- ask about how something works.
- give instructions.
- listen for specific information.
- read about women inventors.
- describe objects, using more then one adjective.



Unit nine
Lesson one

Objectives of the unit:
- ask about how something works.
- give instructions.
- listen to specific information.
- read about women inventors.
- describe objects, using more than one adjective.

Objectives of the lesson:
- Students should be able to give ideas and suggestions about pollution.
- Students should be able to learn and increase their vocabulary stock.

Pages: 89 - 90 and 91
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written a poem about "The earth"

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. What is an ozone layer?
  2. What is a Stative verb?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who invented electricity?
  2. Can you name any other inventor?

Step three
- Ask the students to look at page 89 of the book. Hold up your copy book, point to the pictures in the page and ask: What is this? Call each student by name and elicit a response from them about the pictures. Encourage the students to say the use of anything they say in the pictures.

Step four
- **Discussion:** Ask the students to look at page 90 of the book. Ask them to name the pictures they say in the discussion part.

- Write the questions on the blackboard. Call each student by name to answer the questions and wait to get answers from them. If he/she fails to answer, let the other students to answer.

Step five

- **Conversation:** Get the students to look at page 3 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Write the question of part B on the blackboard (How important is it to learn about new inventions?). Ask the students individually to give ideas and opinions.

Step six

- **Grammar: Gerund:** Gerund is the (ing) form of the verb uses as noun. It is also called a verbal noun. In Dari the gerund is (dan and tan) like **خوردن، نوشتن**.

Gerund is used as:
Subject of a verb; as,
Hunting of wild animal is strictly prohibited.
Reading the biography of some people is very interesting.
Object of a transitive verb; as,
I like reading poetry.
She denied marrying with his cousin.
Object of preposition; as,
I am tired of working.
He is fond of watching sports.

- Write the definition of Gerund on the blackboard and give examples. Ask your students to write the definition in their notebooks. Then make them to read some sentences using gerund.
- Ask the students to look at page 91 of the book. Read the sentences in the table of grammar part and ask the students to listen carefully.
- Ask the students to read the sentences in part A of page 91 silently and match them by using gerund. Then ask them individually to read the sentences aloud. If anyone fails, let other students to say the correct sentences.

Exercise solution:

1. You can start a car by turning the ignition key. (c)
2. Turn off the tape recorder by pushing the stop button. (a)
3. You start a blender by plunging the blender in. (d)
4. An electric kettle works by pressing the on button. (e)
5. You can cool a room by lowering the temperature of the AC. (b)

- Divide students in pairs to ask and answer questions about the pictures in part B of page 91 of the book. First let them to practice with their partner (those who are sitting side by side), then make further pairs to practice them aloud.

Step seven

- **Listening:** Ask the students to look at page 91 of the book. Read the text of the listening part aloud and ask students to listen carefully.

- Ask the students to read the sentences under the text of listening part of page 91 silently. Read the text again aloud and ask the students to complete the sentences with the correct words from the text.

Exercise solution:

a. A captain is a person in charge of a ship or boat.
b. A rider is someone who rides a bicycle.
c. A racket can go straight up and down.
d. My favorite method of transportation is train.
e. I have no idea who the first inventor of the bicycle was.
f. The bus stopped to let people off.

- Ask some of the students to read the text aloud. Then ask some other students to read the sentences they have completed. If anyone fails to say the correct word, let other students to read the sentence.

<u>Step eight</u>

- **Homework:** Ask your students to write a paragraph about an "inventor".

Unit nine
Lesson two

Objectives of the unit:

- ask about how something work.
- give instructions.
- listen to specific information.
- read about women inventors.
- describe objects, using more than one adjective.

Objectives of the lesson:

- Students should be able to recognize women inventors.
- Students should be able to categorize objects.

Pages: 92-93
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework a paragraph about "inventor"

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions.
  1. What is the definition of gerund?
  2. What was the first source of transportation?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Can you name any women who invented something?
  2. Who can tell us how a washing machine works?

<u>Step three</u>

- **Vocabulary:** Let the students to read the words in the vocabulary part of page 92 silently to categorize each group. Then ask them individually to read the words and tell which category they belong to. If he/ she fails to say the name of the category, ask other students to name it. After that ask some of the students to make one sentence for each word.
- Give the students time to see the pictures in part B of page 92. Then ask them individually to come in front of the class and describe the object. **For example:** What size is it? How long is it? What shape is it? What color is it? Is it white or green? What is it made of? etc.
- Divide the students to talk about the pictures on page 92 of the book.

Step four

- **Reading:** Ask the students to look at page 93 of the book. Write the title of the reading on the blackboard "Women inventors". Write the question "Can you name some women inventors?" on the blackboard and ask the students to answer.
- Read the paragraph aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask some of the students to read the paragraph aloud. Then ask them to read the paragraph silently and write down the main idea and summarize the article in their notebooks. Again ask some of the students to read the main idea of the article they have just written in their notebooks.

Step five

- **Homework:** Ask your students to search and find a women inventor and write a paragraph about her.

Unit nine
Lesson three

Objectives of the unit:
- ask about how something works.
- give instructions.
- listen to specific information.
- read about women inventors.
- describe objects, using more than one adjective.

Objectives of the lesson:
- Students should be able to recognize the history of bicycle.
- Students should be able to recognize Sequence adverbs.

Pages: 94-95
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework a paragraph about "women inventor"

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. What was Bette Nesmith Graham's first invention?
  2. When did Grace Murray Hopper invent the computer?
- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. How can you define adverb?
  2. Who can tell us what a sequence adverb is?

Step three
- **Conversation:** Get the students to look at page 94 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.

Step four
- **Grammar:** Read the sentences in the grammar part of page 94 aloud and ask the students to listen carefully. Then ask some of the students to read the sentences

aloud. After that ask some other students to make sentences using sequence adverbs, such as; When I wake up in the morning, first I make ablution and offer the morning prayer, then I recite some verses of the Holly Quran, after that I have my breakfast with my family. Finally I leave home at seven o'clock for my office.

- Give the students time to read the sentences in part A of page 95 silently. It is about using a scanner machine. Tell them to complete the sentences with sequence adverbs they just read in grammar part and arrange them in order. Then ask them individually to come in front of the class and write the sentence on the blackboard and say what number is it in sequence.

Exercise solution:

1. First, press the main power on.
2. After that, lay you picture facing down on the scanning bed line.
3. Then, push the scanner button to choose the scanning option you want.
4. Finally, press the start button to start scanning.

- Divide students in pairs to talk about the using of the following machines given in part B of page 95 of the textbooks. Then ask them individually to describe the using of each machine. If any one doesn't know how the machine is used, ask someone who has used the machine before.

<u>Step five</u>

- **Writing:** Ask your students to look at page 95 of the book. Write the question on the blackboard "Are you an inventor?" Ask the students to think of an object that can help people whether at home/ office or school. Then ask them to complete the web about the object they have thought in their notebooks.
- Ask the students individually to talk about their invention. Let other students to ask him/ her questions and give opinions about the invention.

<u>Step six</u>

- **Homework:** Ask your students to write a paragraph about their inventions.

Unit nine
Lesson four

Objectives of the unit:

- ask about how something work.
- give instructions.
- listen to specific information.
- read about women inventors.
- describe objects, using more than one adjective.

Objective of the lesson:

- Students should be able to recognize women inventors.
- Students should be able to categorize objects.

Pages: 96-97-98 and 99
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask them if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework a paragraph about "their inventions"

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who drew the picture of a bicycle?
  2. Who was the inventor of the bicycle?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. How do you pronounce boat, press and machine?
  2. Can you tell us how many syllables they have?
  3. What is gerund?

Step three

- **Phonic:** Any unit in which the word is divided, containing a vowel sound and usually one or more consonants is called a syllable. Like: potato, which is divided into three syllables, po, ta, to.
- Write the definition of syllables on the blackboard with clear example. Ask the students to write it in their notebooks.
- Ask the students to look at page 96 while you're reading the following words. Read the words aloud and pronounce it accurately and ask the students to repeat after you.
- Ask the students to read the words in the box and decide whether the words have one, two or three syllables, and then write it in the correct columns.

Exercise solution:

file, floppy, engine, laptop, wheel,
devices, light, cursor, invention, electronic

One syllable	Two syllables	Three syllables
File Light wheel	Floppy Engine Laptop Cursor	Devices Invention Electronic

Step four

- **Grammar:** Read the sentences in the grammar part of page 97 and make the students to listen carefully. Then ask some of the students to read the sequence adverb which is about starting and saving file in the computer.
- Divide the students in pairs and give them 5 minutes to think about other inventions, then make them write it down in their notebooks, after that compare their writing with other two pairs of students in the class.
- Ask the students to look at the pictures in page 97, and then write some sentences about how we use each one. Remember not to forget the sequence of adverbs in their writings.

Step five

- **Speaking:** Divide your students in pairs and ask them to play a role. For example: tell them to talk about how does a printer work? Other students listen carefully to them, if they did mistake, one of their classmates should correct the mistake.

Step six

- **Reading:** Ask the students to look at page 98 of the book. Write the title of the reading on the blackboard “Great little inventions".
- Read the text aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask some of the students to read the text aloud. Then ask them to read the text silently and write down the main idea of the text in their notebooks. While they are writing their ideas look at their notebooks if they have any problem help them solving it, and then ask them to read their notes which they have written now.

Step seven

- **Vocabulary:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different parts of speech such as; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

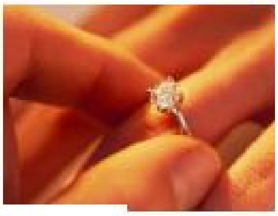
- **Homework:** Ask your students to summarize the text on page 98 which is about “great little inventions” in a piece of paper and memorize it. The next period they have to read the summary in front of the class.

Unit 10

Cultures

In this unit you will learn how to:

- talk about different customs all around the world.
- listen to specific information about wedding customs.
- use expressions in different occasions.
- read about different cultures.
- ask about appropriateness and expressing obligation.
- write a friendly letter.







100

Unit ten
Lesson one

Objectives of the unit:

- talk about different customs all around the world.
- listen to specific information about wedding customs.
- use expressions in different occasions.
- read about different cultures.
- ask about appropriateness and expressing obligation.
- write a friendly letter

Objectives of the lesson:

- Students should be able to know about their cultures.
- Students should be able to know about relative clauses.

Pages: 101, 102 and 103
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask students to say if they have any problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework which they summarize it.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can name some famous inventions?
  2. Who can tell what are the words "compile and apparently" in grammar?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. What are our national clothes?
  2. Who can name some relative clauses?

<u>Step three</u>

- **Discussion:** Ask students to look at page 101 of the book and say what the pictures are about.
- Write the questions on the blackboard and ask the students one by one to answer the questions. If they can't answer the questions ask other students to answer it.

<u>Step four</u>

- **Conversation:** Get the students to look at page 101 of the book and look at the conversation between a foreigner and an Afghan. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or

Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation, acting and reading of the students.
- Ask the students to think about the questions and answer them in their notebooks. A few students to read their answers in front of the class.

Step five

- **Grammar:** What is a relative clause? We use a relative clause to give additional information about something without starting another sentence. For example: I told you about the woman who lives next door.
- Write the definition of relative clause on the blackboard with clear examples and ask the students to write the definition in their notebooks.
- Read the sentences in the table of page 101 of the book and then divide them in groups to practice the relative clauses aloud.
- Divide students in group of three or four to match the information in column A with B by using a suitable relative pronoun. For example:
- Afghanistan is a big country where I attended a wedding in Kandahar.
- Then call some students in front of class to read their matching sentences and other students should listen carefully.
- Ask your students to make sentences using the words from the box with relative clauses. During writing they should share their ideas with their partner.

Step six

- **Listening:** Read the article in listening part of page 102 aloud which is about "wedding customs", ask your students to listen carefully. Do not translate it in Pashto and Dari. Translation in Pashto and Dari should be used as a last resort and then only translate words, not patterns.
- Ask the students to read aloud and others should listen carefully. Then the students have to read the article silently and write the main idea of the article in their notebooks.
- Call the students individually in front of the class to read their notes.

Step seven

- **Vocabulary:** Read the expressions of the box in page 103 aloud and ask the students to listen carefully. Then divide them in pairs to read the expressions and match them with the occasions in the pictures. For example: in the occasion of engagement, we use the expression of congratulations.
- Divide them in pairs and ask them to think about other customs in their province, and discuss with each other. Let some of the students to come in front of the class and talk about the customs which they have discussed. Ask other students to listen carefully and write new expression in their notebooks.

Step eight

- **Homework:** Ask your students to find out from their parents about old occasions in their region and province, and write a paragraph about it.

Unit ten
Lesson two

Objectives of the unit:

- talk about different customs all around the world.
- listen to specific information about wedding customs.
- use expressions in different occasions.
- read about different cultures.
- ask about appropriateness and expressing obligation.
- write a friendly letter

Objective of the lesson:

- Students should be able to know different customs.
- Students should be able to talk about their own customs.

Pages: 104, 105 and 106
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask the students if they have any problem to be solved.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework a paragraph about old occasions.

Step two

- **Evaluation:** Evaluate your students by asking some questions, e.g.
  1. Who can describe some of the important occasion common in their province?
  2. Who can tell the main idea of the text of wedding customs?

- **Brainstorming:** In order to make students concentrate on their lesson, ask a few questions.
  1. Do you have any information about customs of the world?
  2. Have you ever write a letter to your friend?

Step three

- **Reading:** Before reading the text, ask your students some questions and let them to think about the questions for 2 minutes, and then ask them to share their ideas with each others.
- Read the article, part of reading in page 104 aloud and ask students to listen carefully. Do not translate it in Pashto and Dari. Translation in Pashto and Dari should be used as a last resort and then only translate words, not patterns.
- Ask students to read the article aloud and other students listen carefully and then check "True or False" for the statements of part B. and for false statements, give the correct information.
- Ask your students to read the article silently and then summarize the text.

Step four

- **Conversation:** Get the students to look at page 105 of the book and make them look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation carefully.

- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation, acting and reading of the students.
- Ask the pair student to make similar conversation and act it in front of the class. You should help the students during the conversation.

Step five

- **Grammar:** Ask your students to look at page 105 of the book. Read the sentences of the table aloud and ask the students to listen carefully. Then let the students to read them silently. After that ask a few students to come in front of the class and write some sentences on the blackboard asking for the appropriate answer, and some other students to mark and write them on the blackboard.
- Give the students time to read the statements about appropriateness of the customs silently to complete it with "it is true or it is false" then give its reason why it is true or false. Divide your students in pairs to ask and answer the questions aloud. If they make mistake, don't correct it yourself, let other students to correct it.

Step six

- **Writing:** First write parts of the letter on the blackboard, for example: Greeting, Body, Closing and Signature. Then ask the students to write it down in their notebooks.
- Read letter of the writing part of page 106 aloud and show the students parts of the letter, ask the students to listen carefully. And also mention that in closing part we can write your friend (to a friend), love (to a special friend or relative), Best regards, sincerely (in a business letter or to a friend), your cousin (to a cousin), as well.
- Ask students to write a letter to a friend who is planning to visit your country. And telling him/her about the customs related to two of the points in the box.

Step seven

- **Homework:** Ask the students to write a letter to his/her friend who is abroad and tell him/her about your daily activities.

Unit ten
Lesson three

Objectives of the unit:

- talk about different customs all around the world.
- listen to specific information about wedding customs.
- use expressions in different occasions.
- read about different cultures.
- ask about appropriateness and expressing obligation.
- write a friendly letter

Objective of the lesson:

- Students should be able to divide the words into syllables.
- Students should be able to have information about the acceptable behaviors in their culture.

Pages: 107, 108, 109 and 110
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask the students to say if they have any problems to be solved.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework which is a letter to his/her friend.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions, e.g.
    1. In France, people don't sit down until they have shaken hands with every one they know. Is this true?
    2. Is that appropriate to write "Dear friend" in the body of the letter?

- **Brainstorming:** In order to make students concentrate on their lesson, ask a few questions, e.g.
    1. Who can explain Relative Clause?
    2. What is the way of Greetings in Afghanistan?

<u>Step three</u>

- **Phonic: Syllable: Noun of any units into which a word is divided, containing a vowel sound and usually one or more consonants. (Rule: A word with one vowel sound has one syllable and cannot be divided. For example: potato, which is divided into three syllables (po/ta/to).**
- Ask the students individually to come on the blackboard and give more examples for one syllable and two syllables, and other students write their examples in their notebooks. If they make any mistake, don't correct it, let other student to correct it.
- Read the words from the table aloud and ask students to repeat after you. And tell them to divide the words into syllables. As: mem/ber.

Step four

- **Grammar Summary:** Read the table on page 108 of the book, ask the students to listen. Then divide your students into pairs and ask one student to read one part of the relative clause and other student read the rest of part of the sentence.
- Let the students to complete the sentences with relative pronouns, after completing their sentences they should compare it with their classmate (who sits side by side). Ask some students to come in front of class and read their sentences. If they make any mistake let other student to correct it.

Step five

- **Speaking:** As we know speaking is useful for every second language students, who wants to learn English, they must practice speaking as much as they can.
- Divide your students in to pairs and ask them to talk about different customs around the world that they know about. For example one student should talk about the customs of Afghanistan and other student should talk about the customs of Iran. (it is not obligatory, let students to talk about any country's costumes which they have information about.)

Step six

- **Vocabulary:** Ask the students to match the occasions which are written under the pictures with the pictures. There is a blank above the picture ask students to look at the picture and write a, b, c, or d in the blank spaces. For example in the first picture, there is Eid occasion so write d in the blank.
- Ask some students to read aloud their matching pictures with the words, make other students listen to them.

Step seven

- **Listening:** Read the table in listening part of page 109 aloud and ask the students to listen carefully. Let some students to read the table and ask them to check the acceptable behaviors in their culture. During checking ask them if they have any problems in meaning, do not translate it in Pashto and Dari, just translate the words.
- Ask students individually to read one number of the table they have filled. Then ask other student to correct the mistake, he/she makes in case.

Step eight

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step nine

- **Homework:** Ask students to write about some acceptable behaviors from their country.

Unit 11

Stories

In this unit you will learn how to:

- ask about past continuous.
- listen to a story.
- make a summary.
- narrate a story..
- write a story.



Unit eleven
Lesson one

Objectives of the unit:

- ask about past continuous.
- listen to a story.
- make a summary.
- Narrate a story.
- write a story

Objectives of the lesson:

- Students should be able to recognize kind of story.
- Students should be able to know the past continuous tense.

Pages: 111, 112 and 113
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask students to say if they have problem.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework which was about some acceptable behaviors in their country.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can tell us how many syllables does the word "problem" has?
  2. Is "Inviting new neighbors" a desirable behavior in your country.

- **Brainstorming**: In order to make students concentrate on their lesson, ask a few questions.
  1. Are you interested in telling a story?
  2. Who can tell us a short story?

Step three

- **Discussion:** Ask the students to look at the pictures in page 112 and discuss about them, then one student should come on the blackboard and tell the class what these pictures are about.
- Write the questions on the blackboard and give the students 2 or 3 minutes to think and then answer the questions. One student read his/her answers aloud and other students listen to him/her, if they answer wrong correct it.

Step four

- **Conversation:** Get the students to look at page 112 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari.

Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation, acting and reading of the students.
- Let the students think about the questions in part B of page 112. First ask the students to say their opinion and let other students to ask them questions.

Step five

- **Grammar:** Past continuous tense: is used to show the duration of an action that was in progress at some specific time in the past.
- For example: She was studying for the exam all last night.
- Explain past continuous tense with clear examples to the students and ask them to listen carefully and then tell pair of students to read the table, one student should ask a question from the table and other student read the answer part of the table.
- Divide the students into the group of 3 or 4 and tell them to complete the paragraph by using the correct form of the verb and use the past continuous as well. Then compare their sentences with other groups in the class.
- Again divide your students in to pairs and ask them to ask his/her partner about some of the things that he/she was doing yesterday at certain times.

Step six

- **Listening:** Read the story in listening part of the page 113 which is about "Mountain story" aloud, and ask students to listen carefully. Then read it again but do not translate it in Pashto and Dari, just translate its difficult words.
- Ask students to read the story aloud and let them to write the main idea of the story, and then ask the students individually to read the main idea of the story in front of the class.

Step seven

- **Homework:** Ask your students to write a paragraph about their childhood memories.

Unit eleven
Lesson two

Objectives of the unit:

- ask about past continuous.
- listen to a story.
- make a summary.
- Narrate a story.
- write a story

Objectives of the lesson:

- Students should be able to understand the new vocabulary.
- Students should be able to summarize the story.

Pages: 114, 115, 116and 117
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in class and ask them to say if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework, a paragraph about his/her childhood memories.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can tell an example for past continuous tense?
  2. Who can explain the main idea of Mountain story?

- **Brainstorming**: In order to make students concentrate on their lesson, ask a few questions.
  1. What type of story do you like?
  2. Who is your favorite author?

Step three

- **Vocabulary:** First of all ask the students the question that "What they usually find on a book?" let the students to answer it, and then read the words from the box and ask students to look at the picture on page 114 of the book and write the letters in the boxes below. For example: in the first number of the box the letter (d) is correct. Because number one is back cover of book.
- Ask students to read the title and table of content of the book and tell them to think what type of book this is? Choose an adjective from the box to describe the question.
- Divide your students in pairs and ask them to name two books for each adjective and then describe why the book is useful, boring, exciting… etc.

Step four

- **Reading:** Before reading the story on page 115 of the book, write the questions on the blackboard and ask them to answer it. Read the story aloud and ask the students to listen carefully, again tell the summary of "David Copperfield's story but do not translate it in Pashto and Dari. Translation in Pashto or Dari should be used as a last resort and then only translate the difficult words, not patterns.
- Ask the students to read the story again and tell them to underline the main idea of the text. Then read it aloud in front of the class.
- Let the students to read the story silently and divide them into groups to read the sentence from the box in part D on page 116 and then ask them to put the events in order. When they finish it, match their ideas which they underlined to the events.

Step five

- **Conversation:** Get the students to read the conversation of page 117 of the book which is between a reporter and a person. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation, acting and reading of the students

Step six

- **Homework:** Ask your students to summarize the text on page 115 in a piece of paper and then make them read tomorrow in the class.

Unit eleven
Lesson three

Objectives of the unit:

- ask about past continuous.
- listen to a story.
- make a summary.
- Narrate a story.
- write a story

Objectives of the lesson:

- Students should be able to know adverb clause of time.
- Students should be able to pronounce the word correctly

Pages: 117, 118 and 119
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and ask students to say if they have problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework; the summarized text.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who was David Copperfield?
  2. Who is the author of the story of David Copperfield?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who can describe the adverb clause of time?
  2. Who can give examples for the letter of P and B?

Step three

- **Grammar:** Adverb clause of time is introduced by the Subordinating Conjunctions wherever, while, after, before, since, as etc.
  For example: I will do it whenever I find time.
- Write the grammar point on the blackboard and explain it with clear examples. Then ask the students to read aloud the table of page 117, other students listen carefully.
- Divide the students into the pairs and tell them to complete the sentence in part A of page 117 in their notebooks by using past continuous tense or the simple past tense and then they should compare it with other pairs.
- In pairs, ask the students to narrate a story that you have read or heard to his/her partner. During narrating the story the students should use when, while and as.

Step four

- **Writing:** Ask the students to read the story of David Copperfield again and fill in the graphic organizer with information from the story.
  For example:

Title	David Copperfield		
Problem	David father was died, later his mother married Edward, who was cruel and used to beat him.		
Characters	David	Edward	Dora
Event (1)	David was sent to Salem House Academy boarding school where he hardly received any education.		
Event (2)	After died of his mother, he was sent to London to work in his warehouse. He lived there comfortably.		
Event (3)	After finishing school he decided to become a lawyer. He trained at Mr. Spenlow's office, where he met Dora.		
Solution	While living in Alps, he worked on his book. He married Agnes and later became a successful novelist.		

- Fill the first graphic organizer on the blackboard and ask the students to copy that in their notebooks. Then ask them to think of a story or a real incident and write information about it.

Step five

- **Phonic:** Read the table in part A on page 119 with clear pronunciation aloud and ask the student to look at your lips that how you pronounce the letters P and B and make them listen carefully. Again read the words and ask the students to repeat after you.
- Read the words in part B and ask the students to listen carefully and circle the sound that they hear. For example: map, zebra, computer, printer, Alphabet, picture, black and crab.

Step six

- **Homework:** Ask the students to listen to the words again and make a sentence for each word.

Unit eleven
Lesson four

Objectives of the unit:

- ask about past continuous.
- listen to a story.
- make a summary.
- Narrate a story.
- write a story

Objectives of the lesson:

- Students should be able to make questions in past continuous tense.
- Students should be able to tell a short story.

Pages: 124, 125 and 126
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in class and ask them to say if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework sentences written for the words.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can tell us an example for adverb clause of time?
  2. What is the difference between the letters "P and B"

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. I was eating my lunch. Who can change the sentence into the question?
  2. Who can name his/her favorite books?

Step three

- **Grammar Summary:** Ask the students to look at page 124 of the book. Read the sentences in the tables aloud and ask the students to listen carefully. Then ask some of the students to read the sentences aloud.
- Give the students time to read the other part of the table on page 124 of the book. And then ask the students to join the sentences and write it in their notebooks by using when/ while/ as and the correct form of the verb in brackets.
- For example: Your friend was calling when you slept.
- While you were sleeping, your friend called.

- Ask the students to compare their sentences with the sentences of their partners check their work and look if they make any mistake don't correct it, let other students to correct his/her mistake.

<u>Step four</u>

- **Speaking:** Divide the students into the groups of four and ask them to tell one of their childhood stories, and then compare their stories to their group that which one is more interesting story. Then from each group choose one story and ask student to tell in front of the class.

<u>Step five</u>

- **Reading:** Read the poem on page 125 of the book aloud and ask the students to listen carefully, do not translate it in Pashto and Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns. Then ask them to read the poem once again and tell them to try to memorize it.
- Ask the students to do the exercise. After doing the exercise; ask them to read it in front of the class.

<u>Step six</u>

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

<u>Step seven</u>

- **Homework:** Ask the students to write a paragraph about the book.

Unit 12

Revision

Unit twelve
Lesson one

Objectives of the lesson:
- Students should be able to solve puzzles.
- Students should be able to talk about their own customs.

Pages: 124-125
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step one</u>
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework sentences made for vocabulary of page 122 of the book.

<u>Step two</u>
- **Evaluation:** Evaluate your students by asking some questions.
  1. What do the words horror, scream and illustration mean?
  2. Who can define past continuous tense?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask a few questions.
  1. Have you ever solved or filled a puzzle?
  2. Who can describe what our traditional cloths are?

<u>Step three</u>
- **Vocabulary:** Ask the students to look at page 124 of the book. Then read the words in the box aloud and ask the students to complete the puzzle in their notebooks. First tell them that there is one word that they can't use it in the puzzle and in the sentence.
- Ask the students to complete the sentences from the puzzle.
  Exercise solution:
  Down:
  1. <u>Traditional</u> weddings have many ceremonies that include the couple's families and friends.

  Across:
  1. The first method of <u>transport</u> was walking.
  2. People often don't have the time or money to take days to get <u>married</u>.
  3. A book is <u>stories</u> of queens and kings, poems and songs, and so many other things.

4. If we look into a book, we can find on its front cover, back cover, title, illustration, table of content, authors/ revised by …
5. In Japan, it is a custom to clean the house and water the garden when having a guest.

	T	R	A	N	S	P	O	R	T		
	R										
M	A	R	R	I	E	D					
	D										
	I		S	T	O	R	I	E	S		
	T										
	I										
B	O	O	K								
	N										
	A										
	L		C	U	S	T	O	M			

- Draw the puzzle on the blackboard. Ask the students individually to come in front of the class and read the sentences by turn and write the correct word on the blackboard. If he/ she fails to write the words correctly on the puzzle, let someone else to come and complete the puzzle.

Step four

- **Listening:** Ask the students to read the table in listening part on page 124 carefully. Then divide them in pairs to make a conversation about the table and use the phrases on the table.
- Tell the students to imagine that one of their classmates is going to Pakistan. Then make further pairs to make conversation and ask questions and answers about the custom of Pakistani people. And let the other students to complete the table by ticking the correct response. After that ask some of the students about the table.

Step five

- **Language function:** Ask the students to look at page 125 of the book. Divide them in groups of four and tell them to read the questions and choose the correct response. Then ask them to practice the questions and answers with each other.
- Divide the students in further pairs. For example first student should ask the questions and the second student should answer it. If the second student couldn't answer the question let other students to read the correct answer.

Step six

- **Speaking:** Divide the students in pairs and tell them to name their traditional occasions and their partners should give information about it. After that ask some of the students individually to come in front of the class and talk about one of their traditional occasions.

Step seven

- **Homework:** Ask your students to write a paragraph about an important occasion.

Unit twelve
Lesson two

Objectives of the lesson:

- Students should be able to talk about an event.
- Students should be able to summarize an article.

Pages: 126-127
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "an important occasion".

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions.
  1. What are your traditional clothes?
  2. What does the word traditional mean?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask a few questions.
  1. Have you ever seen a building on in fire?
  2. What is an ID card for?

<u>Step three</u>

- **Conversation:** Get the students to look at page 126 of the book. Ask them to read the conversation silently and complete it with appropriate sentences.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation. Then make further pairs to practice the conversation aloud.
- Choose a few pairs and give them time to make a similar conversation. Then ask them to come in front of the class to practice the conversation aloud.

<u>Step four</u>

- **Speaking:** Divide the students in groups of four. Write the title (How the firefighters put out the fire? And what they have to do while the fire is blazing?) on the blackboard and ask the groups to talk about it.
- Ask the students individually to come in front of the class and talk about jobs and responsibility of a firefighter. When a student finishes his/ her talking, let other students to ask him/ her questions and add information.

Step five

- **Reading:** Ask the students to look at page 127 of the book. Read the paragraph aloud and let the students to listen carefully and silently. Do not translate it in Pashto and Dari. Translation in Pashto and Dari should be used as a last resort and then only to translate words, not patterns.
- Ask some of the students to read the article aloud. Then ask some of the students to read the main idea of the article to his/ her classmates.
- Ask the students to read the article silently and write down the summary of it in their notebooks. Then ask some of them to read the summary aloud.

Step six

- **Homework:** Ask your students to write a paragraph about Afghan custom sand traditions.

Unit twelve
Lesson three

Objective of the lesson:
- Students should be able to know the usage and sending of an e-mail.
- Students should be able to recognize gerund and how to use it in their daily life.

Pages: 128-129
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "Afghan custom and tradition".

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Why is it important to have an ID card?
  2. What is the responsibility of a firefighter?

- **Brainstorming:** In order to make students concentrate on their lesson, ask a few questions.
  1. How do you send an e-mail?
  2. What is gerund?

Step three
- **Grammar:** Get the students to look at page 128 of the book. Tell them to read the sentences in the grammar part aloud and ask the students to listen carefully.
- Ask the students to read the sentences silently and number them in order. Then ask them individually to read the sentences in order. If he/ she fails to read the correct sentences, ask someone else to read the correct sentence.
  Exercise Solution:
  1. Open your e-mail and click the appropriate icon.
  2. Type the e-mail address in the text box.
  3. Type the subject of the e-mail. Click the mouse in the subject text box.
  4. Type your message in the message window.
  5. Send the message. Click "send" icon.
  6. Use the keyboard.
- Ask the students to rewrite the sentences by using gerund. When they have finished writing ask them individually to read the sentences aloud.

Exercise Solution:

1. **First,** open your e-mail **by clicking** the appropriate icon.
2. **Then,** write the address by typing the e-mail address in the textbox.
3. **Next,** type the subject of the e-mail by clicking the mouse in the subject textbox.
4. **After that,** by using the keyboard types your message in the message window.
5. **Finally,** send the message by clicking the send icon.

Step four

- **Speaking:** Write the names of the items on the blackboard. Divide the students in pairs (those who are sitting side by side) to talk about the items they see in the speaking part of page 128. Then ask four of them to stand up and explain the way of using each item.

Step five

- **Writing:** Get the students to look at page 129 of the book. Read the story aloud and ask the students to listen carefully. Do not translate it in Pashto and Dari. Translation in Pashto and Dari should be used as a last resort and then only translate words, not patterns.
- Ask some of the students to read the story aloud. Then ask them to read the story silently and tell them to imagine that the story is about them. Read it carefully and find an end for it. After that ask them individually to read the story with its ends they which have written and say why he/ she wrote such an end. Let the other students to ask him/ her questions.

Step six

- **Homework:** Ask your students to write a paragraph about one of their important events.

Unit twelve
Lesson four

Objectives of the lesson:

- Students should be able to develop their vocabulary stocks.
- Students should be able to use relative pronoun in different kinds of sentences.

Pages: 130-131 and 132
Period: (45) minutes.
-**Teaching method**: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-**Teaching procedure:** greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about "an important event".

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Explain the process of sending an e-mail?
  2. What gerund is?
  3. Why do we use e-mail?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask a few questions.
  1. Name two useful inventions?
  2. What relative pronoun can be used for people?

Step three

- **Vocabulary:** Get the students to look at page 130 of the book. Ask them to write four items for each of the title given in vocabulary on page 130.
- Write the titles on the blackboard and ask some of the students individually to come and write one item for each title. Then ask some other students to come and use one item in each sentence.

Step four

- **Listening:** Ask the students to look at the pictures of page 130 carefully. Then choose one of the students to give instructions for changing a flat tire. If he/ she can't give the correct instructions let someone else to instruct the students and ask the other students to number the pictures according to instruction given by their classmate.
- Ask some of the students to read the number of the pictures according to the given instructions. If he/ she fails to read the correct order, let other students to read the correct order and ask the failed students to correct their mistakes.

Step five

- **Grammar:** Before doing the exercise of the grammar part on page 131, first ask some of the students to define relative pronoun and use it in sentences.
- Ask the students to read the sentences and phrases of the grammar part in sentences by using correct relative pronouns in their notebooks. Then ask them individually to come in front of the class and write their sentences on the blackboard. If he/ she fails to make correct sentences ask another student to come and write the correct sentence.

  Exercise Solution:

  3. Chinese were the people who invented paper.
  4. Thomas Edison was the man who invented the light bulb.
  5. Mazar-e-Sharif is the place where New Year festivals are held.
  6. The wheel is a device which changed the people's lives.
  7. Hajj is the one of the five pillars of Islam which performed in Makkah.
- Let the students to read the words and phrases of part B on page 131 silently and make the sentences about themselves. Then ask them individually to read their sentences aloud.

Step six

- **Speaking:** Divide the students in pairs (those who are sitting side by side). Ask them to instruct each other for doing a job. For example: One student say how to turn on a computer. Second student imagine that the computer is in front of him/ her and act as if he/ she is turning on the computer.

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different parts of speech such as; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Ask your students to write a paragraph about "an invention they like".

Unit 13

Healthy Food

In this unit you will learn how to:

- make, accept and refuse requests.
- complain, apologize and give excuses.
- listen to a conversation.
- read about teen health.
- write a recipe.



Unit thirteen
Lesson one

Objectives of the unit:

- Make, accept and refuse requests.
- Complain, apologize and give excuses.
- Listen to a conversation.
- Read about teen health.
- write a recipe

Objectives of the lesson:

- Students should be able to know what the healthy foods are.
- Students should be able to make request by using modals in sentences.

Pages: 133, 134 and 135
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework "an invitation they like.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can tell the main idea in the story of "What does Mansoor dig up"?
  2. Who can tell an example for relative pronoun "which"?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Why a healthy food is good for our health?
  2. Are vegetables and fruits useful for our health?

Step three

- **Discussion:** Ask the students to look at the pictures on page 134 carefully and name the food from the picture which they like, then write the questions on the blackboard and divide the students in pairs (those who are sitting side by side) to answer the questions.

Step four

- **Conversation:** Get the students to look at page 134 of the book and look at the conversation between Hashmat and his father. Read the conversation aloud and get the students to listen to the conversation carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation, acting and reading of the students.
- Write the questions on part B on the blackboard "Do you eat whenever you feel like or do you follow the Prophet's advice who says 'do not eat until you are hungry'" which way will you follow? Let the students to answer it and give the reason why?

<u>Step five</u>

- **Grammar: Requests with modals (Can, Could and Would): We use can and could to ask people to do things:**
  For example: Can you wait a moment, please?
  Could you wait for a moment, please?
  Can is also used to ask for something, Can I have…? Or Could I have…? For example: Can I have these postcards, please?
  Could I have some salt, please?
  Offering to do things, you can use Can I …?
  For example: Can I get you a cup of coffee? 'That would be nice'.
  We use would to offer or to invite, we use would you like…?
  For example: Would you like a cup of coffee? 'Yes please.'
- Explaining how to request with modals with clear examples, divide the students into pairs (who are sitting side by side), one student should read the requests and other student should answer by accepting and refusing.
- Divide the students into group of four, ask them to complete the conversation from the box, among the group choose one student to read the complete conversation and then ask the pairs to practice the conversation in front of the class.
- Ask the students individually to make requesting with modals by using the given statements of part B, other students should write them down in their notebooks.

<u>Step six</u>

- **Homework:** Ask the students to write a short conversation by requesting with modals.

Unit thirteen
Lesson two

Objectives of the unit:

- Make, accept and refuse requests.
- Complain, apologize and give excuses.
- Listen to a conversation.
- Read about teen health.
- write a recipe

Objectives of the lesson:

- Students should be able to say their problems to a doctor.
- Students should be able to know the new vocabulary for cooking

Pages: 136, 137 and 138
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework which is a conversation.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Can you name the foods which are in the pictures of page 134?
  2. What do you usually eat in your lunch?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who cook your food at home?
  2. Is unhealthy eating habit makes you fat?

Step three

- **Listening:** Read the listening part which is about Suhail who has gone to see a doctor because he has a weight problem. Ask the students to listen carefully. Read the conversation again but do not translate it in Dari or Pashto. Translation in Pashto and Dari should be used as a last resort. Just translate the difficult words.
- Ask the students to practice the conversation with their partners (who are sitting side by side).
- Give the student time to complete the chart with foods that Suhail usually eats. For example:

		Whv?
Breakfast	Two glasses of milk with cake,, slice of bread.	
Lunch	Fried food, rice, potato, bread … etc	
Dinner	Rice with meat, fresh fruit, can of cola, tea.	

- Then let them give reasons about these kinds of foods that they are not good for Suhail. Should he leave these kinds of foods?

Step four

- **Vocabulary:** Ask the students to look at the pictures and the words under the pictures, write the words on the blackboard and ask the students to write it in their notebooks.
- Read the example to the students which is about Afghan Kofta. And tell them that the above pictures are methods of preparing and cooking food. Give them time to write two kinds of food for each method.
- Divide the students into pairs to complete the sentences. A student should ask "what is your favorite dish?" The other once should tell to their partners that what is their favorite dish is and how to cook it. They can use the above words in their writing.
- **Solution:** My favorite dish is rice. You'll need rice, oil and salt. First, boil the rice with water, oil and a little salt. Then, put it for 15 or 20 minutes on a less fire. Now you can serve it with other food that you have cooked before.

Step five

- **Reading:** Before reading the text, write the questions on the blackboard and give time to think and answer the questions. Then read the text about "Teen Health" aloud and ask students to listen carefully. Read the text again but do not translate it on Dari and Pashto. Translation in Dari and Pashto should be used as a last resort. Just translate the difficult words, not the pattern.
- Ask the students individually to read the text, and other students listen to him/her carefully, and then let them to write the main idea of the text.

Step six

- **Homework:** Ask the students to summarize the text which is about "Teen Health".

Unit thirteen
Lesson three

Objectives of the unit:
- Make, accept and refuse requests.
- Complain, apologize and give excuses.
- Listen to a conversation.
- Read about teen health.
- write a recipe

Objective of the lesson:
- Students should be able to practice the conversation with their partner.
- Students should be able to write the recipe of the food
- Students should be able to pronounce the words carefully

Pages: 139, 140 and 141
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problem.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework which is summarizing of the text about Teen Health.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can name the foods which are full of fats?
  2. Why children are suffering from fatal diseases?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Do you have any canteen in your school? Can you tell us which kind of food does it sell?
  2. Who can tell the difference between letter F and V?

Step three

- **Conversation:** Read the conversation of page 139 of the book aloud and ask them to listen carefully. Then divide the students into pairs and ask them to practice the conversation between father and principle. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.

Step four

- **Grammar:** Read the table in Grammar part on page 139 aloud, write more examples on the blackboard, then divide the students into group of 3 to read the table, one student read the first part of the table, second student read the other part of the table and the third one read the last part of the table.
- Ask the students individually to match the complaints with the suitable excuses, then they should compare it with their partners, if they make any mistake don't correct it yourself; let other student to correct her/his mistake.
- Divide the students into pairs and ask them to take turn in making the above complaints, but give your own excuses. Then come in front of the class and practice.

Step five

- **Writing:** Read the recipe for making pancake, ask students to look at the pictures and number the steps for making pancakes. And then ask them to complete the method of cooking with suitable sequence adverbs (first, then, next, after that, finally).
  Solution:
  1. First mix salt, sugar and baking powder in a bowl.
  2. Then in another bowl, beat milk, eggs and vegetable oil.
  3. Then stir it in the strawberry.
  4. Next, pour milk and the eggs mixture into the flour mixture. Stir with a wooden spoon to combine the ingredients.
  5. After that, heat a pan. Pour about 2 tablespoons of the mixture. Grill it on both sides.
  6. Then, pour some honey or syrup over the pancake.
  7. Finally, turn the pancake onto a plate.
- Ask the students to complete the web for cooking their favorite dish.

Step six

- **Phonic:** Read the words of the pictures with correct pronunciation aloud and ask students to listen carefully, and then explain the differences between the pronunciation of (f and v). The letter (f) is voiceless and the letter (v) is voiced.
- Again read the words aloud and ask students to repeat after you.
- Let the students to complete each sentence of part C on page 141 with suitable words from the box.
  Solution:
  1. Last February, we went to Charikar, a village in Parwan.
  2. We lived in Gulghundi hotel which had a garden.
  3. The rooftop restaurant had a beautiful view of the city.
  4. The weather was nice and warm and we enjoyed ourselves.

Step seven

- **Homework:** Ask your students to write a complaint about the pollution.

Unit thirteen
Lesson four

Objectives of the unit:

- Make, accept and refuse requests.
- Complain, apologize and give excuses.
- Listen to a conversation.
- Read about teen health.
- write a recipe

Objective of the lesson:

- Students should be able to fill in the blanks
- Students should be able to talk about healthy diet.

Pages: 142, 143 and 144
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problem.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework that is a complaint about pollution.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can read the web which you have completed about your favorite dish?
  2. Who can tell us some example for the letters F and V?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who can tell the speech of our prophet Muhammad (PBUH) about the eating?
  2. Write a request on the blackboard and ask students to answer by accepting and refusing.

Step three

- **Grammar Summary:** Read the table on page 142 of the book and ask the students to listen carefully, divide the students into pairs to read the table and then ask them to complete the following conversation and then practice it in front of the class.

Step four

- **Speaking:** Divide the students into pairs and ask them to make a conversation between two students about "Health Diet". First student act as a doctor, loot at his/her patient's information sheet. Ask him/her what he or she has for breakfast,

lunch and dinner. Listen to him/her and request him/her to go on diet in order to help overcome health problems.
Second student act as a patient, his/her doctor is going to ask her/him what he/she has for her/his meals. And your doctor is going to request you to change your diet. After that you accept or refuse politely.
Ask other students to listen carefully, let some of them to give their comments.

Step five

- **Reading:** Ask the students individually to take a closer look at their eating patterns and then answer the questions by Usually, Sometimes and Never. Then score them. After scoring them tell the result :
- If they give 24 or more, they have healthy eating habits.
  If they give 16 to 23, they have good eating habits. A few changes will help you become healthier.
  If they give 9 to 15, sometimes you eat smart, but not often enough to be your fittest.
  If they give 0 to 8, they need to change your eating style, check the table of Daily Serving.
- Ask the students to compare their answers with the answers of their partners.

Step six

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different the parts of speech such as; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step seven

- **Homework:** Ask the students to practice the vocabulary in making sentences.

Unit 14

On the phone

In this unit you will learn how to:

- take and report telephone message.
- make, accept and refuse invitations.
- listen for details.
- read about telephone usage skills.
- write a telephone message.



Unit fourteen
Lesson one

Objectives of the unit:
- take and report telephone message.
- make, accept and refuse invitations.
- listen to details.
- read about telephone usage skills.
- write a telephone message.

Objectives of the lesson:
- Students should be able to use could and would in their daily speaking.
- Students should be able to describe a telephone.

Pages: 146-147
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework memorizing the vocabulary of unit 13.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions.
  1. What auxiliaries do we use for making requests?
  2. How do you answer a request?
  3. Which food do we call snack food?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask a few questions.
  1. Who invented the telephone?
  2. Why do we use a telephone?
  3. How do you answer a telephone?
  4. How do you invite your friends to a wedding party?
  5. For what purposes do we use telephone

<u>Step three</u>

- **Discussion:** Get the students to look at page 146 of the book. Hold up your book and ask them what they see on the picture. Then ask some of the students to give ideas and opinions about a telephone. You can ask, “What is telephone used for?” Is a telephone useful or not?

- Write the questions of discussion on the blackboard and ask them from some of the students individually.

Step four

- **Conversation:** Get the students to look at page 146 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.
- Write down the questions in part B on Page 146 on the blackboard and ask the students for response. Ask them to give more reasons and ask them how they speak on the telephone.

Step five

- **Grammar:**

1. **Could: I**s a modal auxiliary verb and it is used to as past form of can to show past ability.

For example: I could run 1000 meters in five minutes.
They could swim.

2. **Could:** Is used for permission.

For example: Could I stop at pump station?
Could I use your mobile?

3. **Could:** Is used for polite requests. Or could is used to ask somebody politely to do something for you.

For example: Could you help me, please?
Could you bring me that basket, please?

4. **Could:** Is used to show probability.

For example: I could go to class at nine o'clock.
I could do it now if you like.

5. **Could:** Is used for suggesting something.

For example: We could write a letter to him.
Could you come and have lunch with me?

Would

1. **Would:** Is used as the past form of will when reporting what somebody has said or thought.

Example: They told me that they probably would come to the party.
He asked me if I would help him.

2. **Would:** Is used for talking about the result of an event that you imagine.

For example: She would look better with veil.

3. **Would:** Is also used for describing a possible action or event that did not happen, because something else did not happen first.

For example: If I had seen the advertisement in time I would have applied for the job.
They would have never met if he hadn't gone to conference.

4. **Would:** Is use to ask somebody politely to do something.
   For example: Would you open the door for me, please?
   Would you mind leaving us alone, please?
5. **Would** is used in polite offers and invitations as well.

For example: Would you like something to eat?
Would you come to my wedding party?

- Before reading the table and describing could and would, ask the students how they suggest something or how they invite a friend to a party or something else.
- Write the definition of could and would on the blackboard and give some examples. Ask the students to say some sentences using could or would, then let them to write the definitions in their notebooks.
- Get the students to look at page 147 of the book. Read the table aloud and ask the students to listen carefully. Then asks some of the students to read the table aloud.
- Give the students time to read the sentences from 1 to 4 silently. Ask them to complete the sentences with correct invitation sentences and choose the correct response given below. Then divide them in pairs to practice the sentences aloud. For example, one student invited his partner and his partner replies by choosing the correct response given below.
- Divide the students in pairs. Select one student from one row and one student from another row. Ask the first student to invite his friend to a party, an exhibition, a lecture, a game, a basketball match etc and second student accept or refuse his/ her invitation.

Step six

- **Listening:** Get the students to look at the listening part on page 147 and draw the table in their notebooks. Then select eight students and divide them in pairs. Tell them to invite each other to a party or some other occasion. For example, first student invites his partner and his/ her partner accepts or refuses the invitation. Ask the rest of the students to complete the table while they are speaking. Then ask them individually to say if his friend accepted or refused the invitation or say was it a formal invitation or not. If he/ she fails to say, let the other students to say the correct word.

Step six

- **Homework:** Ask your students to write a paragraph about the advantages and disadvantages of a telephone.

Unit fourteen
Lesson two

Objectives of the unit:

- take and report telephone message.
- make, accept and refuse invitations.
- listen to details.
- read about telephone usage skills.
- write a telephone message.

Objectives of the lesson:

- Students should be able to improve their vocabulary stock and they should use them in their daily speaking.
- Students should be able to summarize a text and tell the main idea.

Pages: 148-149
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about advantages and disadvantages of a telephone.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can define could?
  2. Who can define would?
  3. What do we use a telephone for?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask a few questions.
  8. How do you answer a telephone call?
  9. Have you ever annoyed people on the telephone?
  10. How do you summarize a text?

Step three

- **Vocabulary:** Ask the students to look at page 148 of the book. Ask them to read the sentences silently from number 1 to 6 and choose a title given in the table on page 148.
- Ask the students individually to read the sentences and say what title he has given to them. If he/ she fails to say the correct title, let the others to read the sentence and

give the correct title. Never punish the students because of not giving the correct response, instead tell him/ her that you are right but there is a small mistake, and try to find it from the speeches of your classmates.

- Give the students time to read the expressions on page 148 again. Tell them that the above expressions are time whether by the caller or receiver. Ask them to read them carefully and put c for the caller if the expressions stand for him, r for the receiver and b if the expression stands for both the caller and receiver. Then ask them individually to read the expressions and say whether they stand for caller or the receiver or it stands for both. If he/ she fails to say let the other one to say the correct one.
- Divide the students in pairs (those who are sitting side by side). Ask them to make a telephone call. Tell them that they can make a doctor appointment, an invitation, a hotel or plane reservation. Then make further pairs or divided pairs to practice the conversation aloud.

Step four

- **Reading:** Get the students to look at page 149 of the book. Read the passage aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Ask the students to read the passage silently and answer the questions. Then ask them individually to read the questions and answer them. If he/ she fails to answer, ask another students to answer it. Then ask some of the students to read the passage aloud.
- Ask the students to read the passage again silently and write the main idea and summary of it in their notebooks. Then ask a few students to come in front of the class and say the main idea of the passage orally.

Step five

- **Homework:** Ask your students to write five telephone expressions.

Unit fourteen
Lesson three

Objectives of the unit:

- take and report telephone message.
- make, accept and refuse invitations.
- listen to details.
- read about telephone usage skills.
- write a telephone message.

Objective of the lesson:

- Students should be able to recognize reporting questions.

Pages: 150-151
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written five telephone expressions.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. How do you start talking on the telephone?
  2. Is annoying anyone on the telephone a good behavior?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask a few questions.
  1. Who can define quoted speech?
  2. How a reported speech is made?

Step three

- **Conversation:** Get the students to look at page 146 of the book and look at the conversation between two students. Read the conversation aloud and get the students to listen to the conversation. Do not translate it in Pashto or Dari. Translation on Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.

- Write down the question in part B of Page 150 on the blackboard and ask the students for response. Ask them to give more reasons and ask how they are speaking on the telephone.

Step four

- **Grammar: Quoted Speech and Reported Speech:**
  Quoted Speech: When we quote the actual words of a speaker, this is called quoted speech.
  Reported Speech: When we quote what he said without quoting his exact words, this is called reported speech.
  - We use the inverted commas to mark off the exact words of the speaker. In indirect speech we don't.
  - The narrated speech must be written between quotation marks (" ").
  - The first letter of the sentence in narration must be written in capital.
    For example:
    He said, "We play football every day.

Turning Direct Speech into Indirect Speech

1. Declarative sentences: The following points must be observed in indirect declarative sentences:
   a. The comma and quotation marks (" ") are omitted in indirect declarative sentence.
   b. To connect the principal clause with subordination clause the conjunction (that) is used.
   c. The pronouns are changed according to the speaker and the reporter.
   d. When the main verbs are in the simple past, the tense are changed.
   For example:
   He said that they play football every day.

The tenses chart	
Direct	**Indirect**
Simple present tense	**Simple past tense**
Present perfect tense	**Past perfect tense**
Present perfect continuous tense	**Past perfect continuous tense**
Simple past tense	**Past perfect tense**
Past perfect tense	**Past perfect tense**
Past continuous tense	**Past perfect continuous tense**
Past perfect continuous tense	**Past perfect continuous tense**
Simple future tense	**Simple future in the past tense**
Future continuous tense	**Future perfect continuous tense**
Future perfect continuous tense	**Future in the past perfect continuous tense**
Future in the past continuous tense	**Future in the past continuous tense**
Future perfect tense	**Future in the past perfect tense**

The chart of words change			
Direct	Indirect	Direct	Indirect
This	That	Next week	The following week
These	Those	Today	That day
Here	There	Yesterday	The previous day
Now	Then	Last week	The previous week
Just	So	Last month	The previous month
Ago	Before	Last year	The previous year

Tonight Tomorrow	That night The next day	Last night	The previous night

2. Imperative sentences: The following points must be observed in the indirect speech in imperative sentences:

a. The main verb should be changed in a verb to express command or request. Like: ask, command, order, request … etc.

b. The comma and quotations are omitted.

c. To connect the principal clause to subordinate clause:

- If a sentences is positive we use (to).
- If the sentence is negative we use (not to).

d. At the end add a full stop.

Example: She said, "Please help me."

She requested me to help her.

The teacher said, "Don't cheat."

The teacher commanded the students not to cheat.

3. Interrogative sentences: The questions are formed into two ways in English language.

a. By auxiliary verbs.

b. By interrogative (WH) words.

The following points must be observed in the interrogative sentences of indirect speech.

a. The main verb is changed into a verb which expresses a question. Like: ask, know, required, inquire to … etc.

b. The comma and quotation marks are omitted.

c. To connect the principal clause to subordinate clause:

- If the question begins with auxiliary verbs, if or whether is used.
- If the question begins with WH words, the WH words are repeated themselves.

d. The auxiliaries (Do, Does and Did) are omitted in the indirect speech of interrogative sentences.

e. The sentence is changed into statement from interrogative form and the subject is placed before the verb.

f. Other changes are like tenses and adverbs are the same with declarative sentences.

g. Finally it is worthy to be mentioned that a full stop is used instead of question mark at the end.

Example: He said," Do you remember me?"

He said if/ whether I remembered him.

She recalled me, "Where do you study English?"

She wanted to know where I studied English.

Ahmad said, "Had you done your homework?"

Ahmad inquired me whether/ if I had done my homework.

4. Exclamatory sentence: The following points must be observed in the indirect speech exclamatory sentences.

a. The main verb is changed to a verb which can express an emotion.

b. The comma and quotation marks are omitted.

c. The other changes are the same with declarative form.

d. Finally it is worthy to be mentioned that a full stop is used instead of exclamatory mark at the end.

Example: He said, "What a beautiful sunset it is!"

He exclaimed happily what a beautiful sunset it was.

She said, "Alas! I lost the game."

She cried with sorrow that she had lost the game.

They said, "Horaa! We won."
They shouted happily that they won.

- Before writing the definition of reported speech on the blackboard, ask the students some sentences in their own language. For example (مدیر صاحب دیروز چی گفت). Then tell the students that the speech of the principal is called direct speech and what you reported to the class is called indirect speech.
- Write the definition of Direct and Indirect Speech on the black board, but not all the definition which is given here, just some with rules according to the grammar of the lesson and give some examples in different tenses.
- Write some Direct Speech sentences on the blackboard and ask some of the students to come and change them to Indirect Speech. Then tell them to write the definition of Direct and Indirect Speech in their notebooks.
- Get the students to look at page 150 of the book. Read the sentences on the table on page 150 aloud and explain again how to change interrogative sentences from Direct to Indirect Speech. Then ask some of the students to read the sentences given on the table.
- Write the four questions given in part A of page 150 on the book on the blackboard and ask the students to change them to indirect speech in their notebooks. Then ask some of the students individually to come in front of the class and change them on the blackboard. If he/ she fails to change, let the other students to change them.

<u>Step five</u>

- **Writing:** Divide the students in pairs. Write the two questions in part A of page 151 on the blackboard and ask the pairs to write answers for each question in their notebooks. Then ask some of the students to answer the questions aloud.
- Get the students to read part B on page 151 of the book carefully. Read the situation aloud and ask the students to listen carefully.
- Ask the students to read the situation silently and complete the conversation. But while completing the conversation ask them to read the Tips given beside the conversation carefully.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation. Then make further groups to practice the conversation aloud.
- Ask the students to look at the card given in part C on page 151 carefully. Tell them to complete the cart by using the information from the conversation in part B.
- Draw the card on the blackboard and ask some of the students to come in front of the class and complete the chart. If he/ she fails to complete, ask another student to come and complete the table.

<u>Step six</u>

- **Homework:** Ask your students to write a phone message consisting five lines.

Unit fourteen
Lesson four

Objectives of the unit:
- take and report telephone message.
- make, accept and refuse invitations.
- listen to details.
- read about telephone usage skills.
- write a telephone message.

Objective of the lesson:
- Students should be able to recognize and differ the sounds of she and chi.

Pages: 152-153-154 and 155
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written about a five lines message.

<u>Step two</u>

- **Evaluation:** Evaluate your students by asking some questions.
  1. How do you change direct into indirect speech?
  2. When do you use if and whether in indirect speech?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask a few questions.
  1. How do you pronounce sh?
  2. How do you pronounce ch?

<u>Step three</u>

- **Phonic:** Before starting the pronunciation of the letter written in part A on page 152, write the sh and ch on the blackboard and ask some of the students if they could say any words consisting of sh or ch. Then write some words of your own on the blackboard. Pronounce the words aloud with demonstrating the tongue movement and ask the students to listen carefully.
- Get the students to look at page 152 of the book. Read the words of part A on page 152 aloud and ask the students to repeat them after you. Then ask some of the students to read the words aloud. When they have finished reading ask them how the tongue moves.

- Ask the students to look at the pictures in part B on page 152. Name the pictures aloud and ask the students to listen carefully and circle the correct letter sound.
  Exercise solution:
  sheep she chicken fish shop question
  quotation watch
- Ask the students to name the pictures individually and say which letters stand for its sound (sh or ch). Then ask them to make a sentence for each. If he/ she fails to say ask another student to name the picture.
- Ask the students to look at the pictures of part C on page 152 of the book. Give them time to look at the pictures and let them choose their correct name. Then ask some of them individually to read the words and say the picture's correct name.

Step four

- **Grammar summary:** Before starting page 153, ask some of the students about the definitions of would, could and direct and indirect speeches. Then get the students to look at page 143 of the book. Read the sentences on the tables aloud and explain again the grammar briefly and give some examples.
- Get the students to read the sentences under the tables silently. Ask them to refuse the invitations and report it.
  Exercise solution:
  1. Caller: Would you like to attend my brother's wedding?
     ____
     He asked me if/ whether I would have attended to her brother's wedding.
  2. Caller: Do you think you can come to my house today?
     ____
     He wanted to know if/ whether I could come to his house that day.
  3. Caller: Would you like to have lunch with me today?
     ____
     My friend asked me if/ whether I would have had lunch with him that day?
  4. Caller: Could you come to my party?
     ____
     She asked me if/ whether I could come to her party.
  5. Caller: Would you like a ride home?
     ____
     My new classmate asked me if/ whether I would have liked a ride home.
- Ask some of the students to practice the questions on page 153. For example first student read the questions and invite his friend, second student refuse his/ her invitation and third students reports the question. If he/ she fails to answer or report ask another student to do it.

Step five

- **Listening:** Get the students to look at page 154 of the book. Choose a pair of students to read the conversation of the listening part. While they are reading the conversation ask the others to number the conversation by the correct order. Then ask some of the students to practice the conversation aloud.
  Exercise solution:
  Hello.
  Hello, Mr. Khan. This is Yama Antezar. Can I talk to Fawad?
  Oh Yama, hello. I am sorry. Fawad isn't in.
  Can he call me back later?
  No, I'm sorry, he can't. He is at Jamshid's house for a sleepover.

Oh, I see. Well, can he call me tomorrow morning?
Yes, he can. I'll tell Fawad when he comes home.
Thank you, Mr. Khan. Bye.
Bye, Yama.

Step six

- **Vocabulary:** Give the students time to read the sentences of vocabulary on page 154 and 155. Ask them to read the sentences silently and complete them with the correct words given below of them. Then ask some of them to read the completed sentence. If he/ she fails to say ask another student to read the correct one.

Step seven

- **Speaking:** Divide the students in groups of four. Ask them to choose a partner and make a phone call. Before starting the conversation ask them to write his friend's name, date and time.
- Make a few pairs to make a phone call. They should invite their partners to a dinner party.

Step eight

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step nine

- **Homework:** Ask your students to write a paragraph about their invitation custom.

Unit 15

People said

In this unit you will learn how to:

- report what people said.
- listen for famous quotation.
- read different quotes.
- write a paragraph.







Unit fifteen
Lesson one

Objectives of the unit:
- report what people said.
- listen to famous quotation
- read different quotes
- write a paragraph

Objective of the lesson:
- Students should be able to memorize famous quotations
- Students should be able to change direct speech into indirect speech and vise versa.

Pages: 156, 157 and 158
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework …………………….

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Ask a pair of students to come in front of the class and act as caller and operator.
  2. How did you find this unit? Was it useful or useless?

- Brainstorming: In order to make students concentrate on their lesson, ask a few questions.
  1. Have you ever heard the famous quotes from the famous persons?
  2. Who can tell a famous quote?

Step three
- **Discussion:** Read the famous quotes from Prophet Muhammad (PBUH), Khwaja Abdullah "Ansari", Socrates and Rahman Baba aloud and ask the students to listen carefully. Read again the quotes but do not translate it in Dari and Pashto, translate just the difficult words and ask them try to memorize it.
- Write the questions from discussion part on page 157 of the book and give the students time to answer it. Then ask them to compare their answers with their partners.

Step four
- **Conversation:** Once read the conversation on page 157 of the book and ask the students to listen carefully.

- Divide the students into pairs those students (who are sitting side by side) and ask them to practice the conversation between Father and Omar. Make further pairs and ask them to come in front of class and practice the conversation aloud to strengthen the pronunciation of the students.
- Write the question on the blackboard and then let the students to answer the question in details.

Step five

- **Grammar:** Explain the "Direct and Indirect Speech" with clear examples on the blackboard. And divide the students into pairs to read the table in grammar part on page 158 of the book. One student read the first part of the table and other student read the second part of the table.
- Ask the students to read the statements of part A and then change the quotes into the report it.

Exercise Solution:

1. "I find that the harder I work the more luck I seem to have."
   Thomas Jefferson said (that) he found that the harder he works the more luck he seems to have.
2. "90% of our worries are about things that will not happen."
   Margaret Thatcher said (that) 90% of their worries about things that would not happen."
3. "Women have the right to work, whenever they want, as long as they have dinner ready when you get home."
   Laertius Diogenes said (that) women had the right to work, whenever they want, as long as they had dinner ready when you got home.
4. "Everything is funny as long as it is happening to somebody else."
   Will Regers said (that) everything was funny as long as it happened to somebody else.

- Ask the students to compare their statements with their partners.
- Read the statements aloud and ask the students to listen carefully and then ask them to rewrite the quotations in indirect statements and during writing walk around the class if they have any problems then solve them.

1. Speaking out against a despotic ruler is the greatest Jihad.
   Muhammad (PBUH) said (that) speaking out against a despotic ruler is the greatest Jihad.
2. Educate your children according to the era that is coming after you.
   Hazrat Ali said (that) educate your children according to the era that is coming after you.
3. I find that the harder I work the more luck I seem to have.
   Thomas Jefferson said (that) he found that the harder he worked the more luck he seemed to have.
4. Time is the most valuable thing a man can spend.
   Leartius Diogenese said (that) time is the most valuable thing a man can spend.
5. When you teach a man, you teach an individual. When you teach a woman, you teach a family.
   Van Harrest said (that) when you teach a man, you teach an individual. When you teach a woman, you teach a family.
6. Lay the foundation of your future today, don't wait for tomorrow; it may never come.

Anonymous said (that) lay the foundation of your future today, don't wait for tomorrow, it may never come.

Step six

- **Listening:** Read the implication of the above mentioned quotations, ask your students to listen carefully and then ask them to match the implications to their speakers' and write them down in their notebooks.
- **Solution:**
  a. Importance of the freedom of speech. (Muhammad (PBUH)
  b. Importance of work. (Thomas Jefferson)
  c. Importance of modern education. (Hazrat Ali)
  d. Importance of time. (Leartius Diogenes)
  e. Importance of female education. (Van Harrest)
  f. Importance of making plan for future. (Anonymous)

Step seven

- **Homework:** Ask the students to write two or three famous quotes.

Unit fifteen
Lesson two

Objectives of the unit:

- Report what people said.
- Listen to famous quotation
- Read different quotes
- Write a paragraph

Objectives of the lesson:

- Students should be able to learn from quotes, sayings and proverbs.
- Students should be able to read and memorize the famous saying.

Pages: 159, 160 and 161
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework about famous quotes.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can quote Prophet Muhammad (PBUH)'s saying?
  2. What is better for a person? Good mark or good character?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Will the hearing and reading wise quotes change our way of life?
  2. "Believing in yourself is the key to success." Is a wise quote who can explain its advantages in practical life?

Step three

- **Vocabulary:** Read the table of vocabulary part of page 159 of the book and ask students to listen and tell them if they have any problems in meanings that you are in need to be assisted.
- Divide the students into pairs to match the words from the table with the definition below. Then match their complete statements with their partners, if they do any mistake in the statement then correct it.

  Exercise Solution:
  1. Confidence: Believe (trust) in oneself or others.
  2. Wealth: to be rich.
  3. Future: time to come.
  4. Freedom of speech: to give opinion about something in public.

5. Wisdom: good way of thinking.
6. Happiness: nice enjoyable feeling.
7. Success: getting what you want.
8. Modern education: to provide the latest educational system for students.
9. Motivation: a moving power that makes a person act.
10. Household chore: live together and do house work.

- Divide the students into pairs and ask them to think of a quote or a saying. Then they should share it with their partners they should question their about what this quote or saying is.

Step four

- **Reading:** Before reading the text write the questions on page 159 of the book on the blackboard and ask the students to discuss about the question s in groups. Then ask some of the students among the groups to come in front of the class and talk about it.
- Read the text about "What People said…" aloud and ask students to listen carefully. Read the text again but do not translate in Dari and Pashto. Translation should be used as a last resort. Translate only difficult words, not patterns.
- Ask students to read the text once again silently, and put the quotations under the heading in the box, just only some quotations can go under one or two headings in the box.
- After finishing their work ask them individually to come in front of class and read their quotations. If other students make any mistakes ask them to correct it.

Exercise Solution:
Future: no quotes
Success: "Try not to become a man of success but rather to become a man of value."
Wisdom: "First learn the meaning of what you say, and then speak."
"Study as if you were going to live forever; live as if you were going to die tomorrow."
Friendship: "Every time you smile at someone, it is an action of love, a gift to that person, a beautiful thing."
"Friendship is one mind in two bodies."

- Ask the students individually to choose one of the categories and write what they have learned from the quotes and write it down in their notebooks. Then read their ideas about the quotes for their partners.

Step five

- **Conversation:** Read the conversation on page 161 of the book aloud and ask them to listen carefully then divide the students into pairs and ask them to practice the conversation between two students. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Then make further pairs to practice the conversation aloud to strengthen the pronunciation of the students.

Step six

- **Homework:** Ask your students to memorize the conversation on page 161 of the book and be ready for tomorrow to practice it in front of the class.

Unit fifteen
Lesson three

Objectives of the unit:
- Report what people said.
- Listen to famous quotation
- Read different quotes
- Write a paragraph

Objectives of the lesson:
- Students should be able to learn direct and reported commands.
- Students should be able to learn direct and reported requests.
- Students should be able to know how to plural the words.

Pages: 161, 162 and 163
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to practice the pervious conversation.

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can tell the definition of happiness?
  2. Who can tell a quote for friendship?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who can explain direct speech?
  2. Who can give an example for reported speech?

Step three
- **Grammar:** Read the table on page 161 of the book "reporting commands and requests" aloud and ask the students to listen carefully. Divide the students into pairs and ask them to read the table.
- Again divide them into pairs and ask them to decide if the following are commands or requests. Tell them to write C for commands and R for requests. Then rewrite them in reported speech in their notebooks. And then compare their writings with other pairs.
  Exercise Solution:
  R 1. "Could you try harder"?
  She wanted me to try harder.
  C 2. Forgive many things in others; nothing in ourselves."
  He told us to forgive many things in others; nothing in yourself.

R 3. “Could you attend my lecture”?
He wanted me to attend their lecture.
C 4. “Put your future in good hands- your own.”
She told us to put our future in good hands- our own.

- Ask the students to report the last two commands or requests that were given by you.

Step four

- **Writing:** Write the famous quote of the Prophet Mohammad PBUH on the blackboard “Learn knowledge from cradle to tomb.” and ask the students to think about this quote and write a paragraph whether they want to be an active or an inactive member of their society. Then ask them individually to come in front of the class and read their paragraph, other students should listen carefully.

Step five

- **Phonic:** First explain the rules of how to plural the words with clear examples on the blackboard. Then read the diagram which is about rules of Pluralization. Ask the students to listen carefully.
- Ask students to read the rules and the words from the box again. Let them to write the plurals of the words in their notebooks. Then they should read it aloud in front of the class.
- Read the paragraph in part B on page 163 of the book, tell them to listen carefully. Ask them to rewrite the paragraph by changing the nouns into plurals.

Step six

- **Homework:** Ask your students to write ten words and pluralize them in their notebooks.

Unit fifteen
Lesson four

Objectives of the unit:
- report what people said.
- listen to famous quotations.
- read different quotes.
- write a paragraph.

Objectives of the lesson:
- Students should be able to change direct speech in to indirect speech.
- Students should be able to learn time expressions in direct and indirect speech.

Pages: 164, 165 and 166
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation: questions and answers, oral, visual, display, etc.

<u>Step one</u>
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework which is ten plural words.

<u>Step two</u>
- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can give an example for reporting commands?
  2. Who can give an example for direct request?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a question.
  1. Who can tell us a quotation that inspires us for modern education?

<u>Step three</u>
- **Grammar Summary:** Read the table of grammar summary part of page 164 of the book and ask the students to listen carefully. Ask them to read the next part of the table silently and give them time to think and say some sentences for reporting requests and commands.
- Tell the students to read the time expression's table and ask them to memorize it. Call one or two students in front of the class and ask them to tell the time expression with an example.
- Divide the students into groups of 3 or 4 and ask them to change the reported quotes into direct quotes. And read their sentences aloud, if they make any mistakes let other student to correct them.

  Exercise Solution:
  1. He told us not to let life discourage us.
  "Do not let life discourage you.

2.She told us to do what we could with what we had wherever we were.
"Do what you can with what you have wherever you are."
3.He asked us not to waste our time.
"Don't waste your time."
4.They told us to deal with other people's faults as gently as we would with our own.
"Deal with other people's fault as gently as you do with your own."
5.He asked us to begin each day as if it were on purpose.
"Could you begin each day as if it was on purpose?"

Step four

- **Speaking:** Write these quotes on the blackboard
  -Some cause happiness wherever they go, others whenever they go.
  -Nothing in life is to be feared. It is only to be understood.
  -Education is the best provision for old age.
- Divide the students into groups of 3 or 4 and let them to discuss about these quotes. Then ask some students among the groups to come in front of the class and tell the result of their discussions. Other students should listen carefully.

Step five

- **Writing:** Ask the students to write a chosen quotation with its owner and put in reported speech, and then forward it to his/her partner. If his/her partner make any mistakes, he/she should correct them.
- Tell the students to choose a quote from their pervious lessons and write a short story about it.

Step six

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different parts of speech such as; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step seven

- **Homework:** Ask the students to write 5 statements for reporting requests and commands.

Unit 16

Revision

Unit sixteen
Lesson one

Objectives of the lesson:
- Students should be able to make polite requests.
- Students should be able to accept or refuse an invitation.

Pages: 168-169
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework written five sentences in reporting request and commands.

Step two
- Evaluation: Evaluate your students by asking some questions.
  1. How do you quote requests and command?
  2. How do form plural nouns?

- **Brainstorming:** In order to make students concentrate on their lesson, ask a few questions.
  1. How do you invite your friends to dinner?
  2. What kinds of words do you use in your invitation?

Step three
- **Discussion:** Get the students to look at page 168 of the book. Read the sentences in part A aloud and ask the students to make polite requests for each one. Then have some of the students individually to read the sentences and polite requests that he/ she has just written about it.
- Divide the students in pairs. First student should read the question in part B and make a request and the second student should accept or refuse his request.

Step four
- **Writing:** Ask the students to think of a dish they like the best. Then ask them to write down an instruction about how to make it and draw its picture in your notebooks.
- Ask some of the students to read the dish's instructions aloud and say what it is like. Let other students to ask him/ her questions.

Step five

- **Speaking:** Divide the students in groups of three. Ask one student to act as a customer, the second student acts as a receiver of message (as a machine) and the third one acts as a manager. The first student is not satisfied for the shirt which he/she has bought from the supermarket; the shirt's quality is not good. He/she wants to make a complaint to the manager, while he/she calls the manager, at that time no one receives the call. Then the answering machine offers to convey the message to the manager. Then the first student leaves a massage and give all the information that he/she thinks is necessary. When the third student receives the message, he/ she reports it to the main office. The main office requests the customer to return back the shirt and get a good quality shirt instead.
- Then change the students to play the situation 2 same as the first situation. Ask them to look at the box and it will help them, while they are out and leave a message to someone.

Step six

- **Homework:** Ask the students to leave a message to their friend, use the points from the box.

Unit sixteen
Lesson two

Objective of the lesson:
- Students should be able to make polite requests.
- Students should be able to accept or refuse an invitation.

Pages: 170-171
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask them if they have any problems.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework which they have written about leaving a message.

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. What is a telephone message?
  2. What are your favorite dishes?

- **Brainstorming:** In order to make your students concentrate on their lesson, ask a few questions.
  1. Can you name some of your traditional foods and dishes?
  2. What kinds of foods do you like?

Step three
- **Vocabulary:** Get the students to look at page 170 of the book. Ask them to look at the pictures in part A of page 170 and write their names and ingredients on the table.
- Ask the students individually to come in front of the class. Tell them to name the food and describe what it is made of. Let the other students to ask him/ her questions and give suggestions and opinions.
- Ask the students to read the words given in part B on page 170 of the book. Ask them to read the sentences silently and complete them with the given words. Ask them to fill the puzzle correctly and there is one hidden word that could be found by completing the puzzle.
- Ask a student to read the sentences and show the completed word in the puzzle. If he/ she fails to say, ask another students to read the sentence.

  Exercise Solution:
  1. To answer a call means to reply.
  2. To change from one line to another means to transfer.

3. If you are on the phone. Your line is busy
4. The person who makes the call is the caller.
5. When you put down the phone, it means you hang up.
6. The person who answers the phone is the receiver.

				M				
			r	**e**	**p**	**l**	**y**	
t	**r**	**a**	**n**	**s**	**f**	**e**	**r**	
		b	**u**	**s**	**y**			
			c	**a**	**l**	**l**	**e**	**r**
	h	**a**	**n**	**g**				
	r	**e**	**c**	**e**	**i**	**v**	**e**	**r**

<u>Step four</u>

- **Speaking:** Divide the students in groups of four. Write the questions on the blackboard. Ask them to ask the questions from each other. For example: first a student should ask from one of his group member "Could you please cook me a cake?" the second student act as he was cooking. Then ask some pairs to come in front of the class and practice the play aloud.

<u>Step five</u>

- **Listening:** Get the students to look at page 171 of the book. Read the conversation aloud and ask the students to listen carefully. Ask them that while I am reading the conversation listen carefully and write the message in their notebooks.
- Ask some of the students to read the message aloud. If he/ she fails to read the message ask another student to read the message and make the failed students to listen carefully and correct their mistakes.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently in their seats, and then make further groups to practice the conversation aloud.

<u>Step six</u>

- **Language function:** Give the students time to read the sentences in language function on page 171 of the book silently and choose the best answer for each of them.
- Divide the students in pairs to ask and answer questions. For example, one student reads the questions and the second student answers. Then make further groups to ask and answer the questions aloud. If he/ she fails to answer correctly ask another students to answer it.

<u>Step seven</u>

- **Homework:** Ask your students to write a paragraph about one of their traditional foods.

Unit sixteen
Lesson three

Objective of the lesson:

- Students should be able to fill in the blanks with direct and indirect speeches.

Pages: 172 and 173
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problem.
- Ask the students something about their previous lesson to check their understanding of the topic and then ask them to read their homework about traditional food.

Step two

- **Evaluation:** Evaluate your students by asking some questions.
  1. Who can make a conversation between a caller and receiver?
  2. Who can name his/her favorite dish and its ingredients?

- **Brainstorming**: In order to make your students concentrate on their lesson, ask a few questions.
  1. Who can invite his/her friend to a dinner party?
  2. Have you ever received a message from your friend?

Step three

- **Grammar:** Ask the students to give suitable replies to the invitations in the grammar part on page 172 of the book. And then compare it with their partner, and then ask them individually to read their sentences.
  Exercise Solution:
  1. Could you come to lunch at my place?
  Sounds great.
  2.Would you like to go shopping with me?
  Sorry, I have other plans.
  3.I'd like you to meet my family?
  Sure. I'd love to.
- Divide the students into groups of three and ask them to complete the conversation and then read it. Then ask them to come in front of the class and make role play. One student act as Asma, the second one act as a mother and third one act as Aunt Sara.
  Exercise Solution:
  Asma: Mom, Aunt Sara is on the phone. She wants to speak with you.
  Mother: I can't talk to her now. I'm busy. I'll call her later.
  Asma: Sorry, Mom says that she is busy and she would call you later.

Aunt Sara: No problem, just tell her to make me her delicious Nargis Kebab. I am having some friends.
Asma: Aunt says just make her your delicious Nargis Kebab, she has some guests.
Mother: I'd love to, but I have to visit your grandmother at the hospital.
Asma: Mom is busy; she has to visit my grandmother at the hospital that is why she can't cook Nargis Kabab.
Aunt Sara: Too bad. What about you Asma? Could you make it please?
Asma: I am sorry, I can't, it is too difficult to make.

Step four

- **Speaking:** Divide the students into pairs and tell them to make a conversation that you want to invite your friend to your birthday party. The first student calls his/her friend to invite. Give him/her the day and date. If the second student is free, he will accept. If not, he will refuse.
- Remember every student should participate in turns.

Step five

- **Writing:** Ask the students individually to write about some people who do not use the phone wisely. Think of some of the problems that are often connected with the misuse of the phone. Tell them to choose one and then complete the graphic organizer.
- After completing the graphic organizer ask them to read it in front of the class. Other students should listen carefully, at the end let the students to tell their ideas about their classmates' opinions.

Step six

- **Reading:** Read the messages from the tables and then ask students to read it again carefully. Tell them to look at the reading above and describe if the following sentences are true or false. Put tick or cross mark in the boxes.
- Ask them to read their sentences aloud, if they make any mistakes let other student to correct them.

Step seven

- **Homework:** Ask the students to write a message to his/her friend to invite him/her to a dinner party.

Unit sixteen
Lesson four

Objective of the lesson:
- Students should be able to talk with each other in front of the class.

Pages: 173, 174 and 175
Period: (45) minutes.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation:** questions and answers, oral, visual, display, etc.

Step one
- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of the students in the class and ask students to say if they have any problems.
- Ask students something about their previous lesson to check their understanding of the topic and then ask them to read their homework which is the message.

Step two
- **Evaluation:** Evaluate your students by asking some questions.
  1. Is the mobile phone necessary for every one?
  2. “Learn from yesterday, live for today, hope for tomorrow.” Can you explain it?

- **Brainstorming**: In order to make students concentrate on their lesson, ask a few questions.
  1. Who can define the happiness?
  2. What do you think, is this a good habit that someone to think only of his/ her own advantages?

Step three
- **Speaking:** Divide the students into pairs and tell them to play a role. One student act as a costumer and other student act as a pharmacist. The first student has taken medicine from the pharmacy and the medicine which he/she has bought is expired, so he/she comes to the pharmacist to complain. Another student who is the pharmacist, accepts or refuses his/her complains. Let every student to participate.

Step four
- **Vocabulary:** Let the students to read the quotations and ask them that what do the quotations talk about? Then tell them to match the quotations with the topic. Ask the students individually to come in front of the class and read their complete sentences. If any of them make a mistake tell other student to correct it.
  Exercise Solution:
  1. Success (d) “The sign on the door to success says. ‘PUSH’.”
  2. Wealth (e) “If you count your money, you are not a millionaire.”
  3. Friendship (b) “Wherever you are. It is your friends who make your world.”
  4. Happiness (a) “Joy sneaks through a door you didn’t know you left open.”

5.Future (f) “Be nice to people on your way up because you’ll meet them on your way down.”
6.Education (c) “Remember. There are no mistakes, only lessons.”

- Ask the students to read the sentences and circle the correct answer from the exercise in part B and require them who are the owner of the expressions??

Step five

- **Language Function:** Divide the students in groups of three and ask them to read the direction under the language function which is about Bilal. Bilal is having lunch with his family. The problem is that he never stops requesting for things. Then complete the conversation with suitable expressions. After that ask one group to come in front of the class and play the role, one student should act as Bilal, the second student should as Ahmad and the third one should as a Naser.

Exercise Solution:
Bilal: Ahmad, could you pass me the salt please?
Ahmad: Yes, why not.
Bilal: Ahmad, could you pass me the plate?
Ahmad: Sure. Here you are.
Bilal: Uhu Uhu Water! I’m choking here. Can I have a glass of water, please?
Naser: Yes, I am going to bring it.
Bilal: Careful, you spilled the water all over me.
Ahmad: Take a handkerchief, it will be fine. Are you ok now?
Bilal: Yes. But I need to dry myself.
Naser: Then go and stand in the sun, you’ll get dry.
Bilal: I’ll get a towel myself. God you can’t get any help in this house, can you?

Step six

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different form of the parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask the students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step seven

Tell your students:
Good luck! We have finished our book successfully. Be ready for your final exams.